



's initiative in partnership with:



(Athens, Greece)



(Barcelona, Spain)



(Tartu, Estonia)



(Faro, Portugal)



(Palermo, Italy)

In the frame of the European Program



Erasmus+



LEARNING BY TRAVELLING

MOBILITY AS AN OPPORTUNITY TO SHARE IDEAS AND EXPERIENCES,
TO EMPOWER OURSELVES AND TO PROMOTE SOCIAL CHANGE



Domaine de Matens - 81 600 GAILLAC (France)
From 28.11.2015 to 03.12.2015



Association VIA BRACHY : Voyages Interculturels Solidarité Autoformation

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SUMMARY OF THE PROJECT

Discovery consists not in seeking new lands but in seeing with new eyes

Marcel PROUST

A growing number of citizens are aware of the value that mobility projects add in one's personal and professional development. Social entrepreneurs also view mobility projects as an opportunity to innovate and to meet people's needs.

Both citizens and social entrepreneurs are looking for organisations active in the social and youth on a European level, so they can benefit from their personal coaching and access to transnational mobility projects that fit their needs.

Even though some organisations are very experienced, they encounter some difficulties to satisfy those requests. They need to acquire new knowledge and know-how to adapt themselves to this new demand.

The seminar **Learning by Travelling** arose from the common determination of 6 European youth organisations dealing with non-formal education (Nexes [Spain], Via Brachy [France], European Village [Greece], Seiklejate Vennaskond [Estonia], Forme [Italy] et ECOS [Portugal]) to share their experiences in **designing** and **implementing learning mobility projects**.

The seminar took place in Gaillac, France, from November, the 28th to December, the 3rd 2015. It brought together 32 experienced youth workers from Greece, Spain, Italy, Estonia, Portugal and France.

For 6 days they shared their experience to confront different methods in designing and implementing learning mobility projects to **support people** in their **learning process** and **initiatives**. They benefited from knowledge and practical tools provided by skilled trainers and experimented a wide range of approaches, methods and tools to fit their needs on the ground.

The seminar was eventually an opportunity to **gather, formalize, share** and **spread knowledges based on experience** all around Europe in a **collaborative** way. Participants enhanced their **practical intelligence** and developed **skills** that they will be able to use to increase the quality of their action.

May this seminar contribute to **diversify** and **improve the quality** of learning mobility projects within Europe and lead to the emergence of new projects dealing with non-formal education, active citizenship and social change.

This document is an attempt to share our experience, hoping it will fit your requirements.

Wish you a nice reading!

Via Brachy's team

EUROPEAN COUNTERPARTS



Via Brachy is a French non-profit association established in Toulouse. It advocates **social change** by fostering **cultural dialogue**, **experience sharing** and **cooperation** between people and organisations from different backgrounds looking for **inclusive and eco-friendly solutions** to overcome the challenges we face.

It mainly organises **mobility projects** and **non-formal educational activities** to empower people and help them find (or build) their way in our society. It gives participants the opportunity to experience **community living**, to acquire **practical skills** that fit **their needs on the ground** and to build **strong relationships** which may lead to new cooperations.

More on: www.viabrachy.com/



ECOS (Cooperative of Education, Cooperation and Development) is a non-profit organisation based in Faro, Portugal. It **promotes non-formal education** as a tool for **social inclusion** and the development of a more sustainable, fair, inclusive, participative, democratic, equitable, cooperative, diverse and integrated society.

Since its creation in 2010, this organisation has been creating spaces for **structured dialogue** and **cooperation** between actors from different fields and backgrounds. It **supports social organisations** and **individuals** in their initiatives through various **trainings**, promotes, designs and implements educational, social, cultural and sustainable development projects and advocates for the recognition of non-formal education and other **alternative pedagogical methodologies** that contribute to social transformation.

More on: www.ecos.pt



European Village is a Greek NGO established in Athens in 2006. It aims at spreading ideas and supporting actions towards **social** and **collaborative economy** and **sustainable development**.

The association empowers people through **non-formal educational** activities (**learning by doing**), **awareness campaigns/events** and vocational trainings. It runs a cooperative café in Athens which strongly contributes to the **local community life** and often organises free **Do-It-Yourself** workshops for inhabitants. It builds (or supports) **networks** which implement projects in the fields of **social solidarity**, **community building**, **energy self-sufficiency**, fair trade and ethical consumption, etc., and takes an active part in some of them.

More on: <http://european-village.org/>



FORME is a non-profit and non-governmental organisation based in Palermo, Italy, since 2014. It is composed by project managers, educators, social workers, journalists and other actors active in the **social and educational fields** who strongly believe in skills development as a trigger for **positive social changes**.

The organization aims at **empowering individuals**, **communities** and **social networks** through **skills development** and through **mediation** between different sectors. It promotes **non-formal education** as a complementary methodology to formal education. It develops educational courses in order to reach tangible outcomes and to **bring closer theory to practice**: the education world closer to the professional world.

More on: <http://www.associazioneforme.com/>



NEXES INTERCULTURALS DE JOVES PER EUROPA is a Catalan non-profit youth organisation created in Barcelona in 1999. It works at local and international level to foster **intercultural learning**, boost **active participation**, promote **democracy**, **human rights** and international **cooperation** and fight social exclusion.

It provides **mobility projects** and **non-formal educational activities** in order to lay the foundations for **sustainable social transformation** based on **cultural diversity** and **integration**.

More on: <http://www.nexecat.org/>



Seiklejate Vennaskond is a youth and civil society organisation based in Tartu, Estonia. It aims at **connecting people** and **empowering** youngsters, youth workers, trainers, teachers and organizations active in non-formal education field and life-long learning by participating or organizing **youth exchanges**, **seminars** and **training courses** dealing with various issues (equality, media impact, innovation, fight against racism & xenophobia, human rights, mobility and migration, HIV prevention, environment protection...) according to their interests and needs.

The organisation strongly believes in young people's ability to make a change. It encourages its members to take action and responsibilities. Run by volunteers, it provides specific supports to **young people with fewer opportunities** and people coming from **rural/remote areas**.

More on: <http://www.seiklejad.org>

TRAINERS



Since 1998, the **Local Pacts** (which became the **European Pacts / P'actes Européens** in 2012) carries out a project to reorganize the economic and social spheres on the basis of **local realities and resources**, rather than expect institutions to take care of everything.

The association offers **tools** and **methods**, successfully tested by its members, to better **solve the essential problems that arise in everyday life**: shared management of common resources, activities and employment, living conditions and services, with a view to foster **mind opening** and joint **solidarity** between territories.

More on: <http://www.pactes-locaux.org/>



La Volte is a French informal collective of **community education**. It arose from the common determination of 3 social workers to join forces to enhance **people's commitment** in the society by spreading useful knowledge and skills in the fields of **participation, community work, social inclusion, decision making process**... Its members advocate a more inclusive, democratic and innovative society. They organise public events; participate in European seminars and trainings and support social entrepreneurs and non-profit organisations in the development of their initiatives.

More on: *Website under construction... but coming soon!*

Fatiha KEMAT. Training manager, graduate in **psychologic** and **educational sciences**, she developed a method called "**Self-Training-Through-Travelling**" in order to support individuals, and especially young people with fewer opportunities, in their **personal and professional development**. She worked with several social organisations and institutions in France, promoting Travelling as a powerful instrument for **personal fulfilment** and **social inclusion**.

An overview on her work/method: http://www.uqar.ca/files/psychosociologie/revue_presences_vol4_kemat_f.pdf and <http://lllearning.free-h.net/A-GRAF/Textes/De%20la%20mise%20en%20voyage%20au%20retour.pdf>

THE HOST VENUE



The **Domaine de Matens** is a small-scale organic vineyard in Gaillac. It includes organic wine and cereal production, sheep breeding and cheese making and group accommodation.

Its members advocate **sustainable development, alternative organisational models, intergenerational dialogue** and **social inclusion**.

This venue regularly sets up cultural and social events, gathering local inhabitants, farmers, craftsmen, artists and non-profit organisations.

More on: <http://matens.free.fr/>

WHAT YOU WILL FIND IN THE FOLLOWING PAGES

The **detailed program** of the seminar;

The outcomes of the workshops:

- **Which mobility projects** have you experienced so far?
- **What is non-formal education?**
- **What feeds people in a learning mobility project**
- **How to lead a learning mobility project to a success** (facilitating elements)
- **What can affect the project** (main pitfalls and difficulties encountered)
- **How to overcome the main difficulties** highlighted (set of proposals and good practices);

The **frame of the 5 learning mobility projects** that participants have designed during the seminar;

The most significant tools used during the training to:

- **connect the participants** together, **enable intercultural dialogue**, **set up** and **maintain a positive group dynamic**;

- **share tasks and responsibilities**;

- **question concepts / debate** on complex issues;

- **assess** the seminar (daily debriefings, intermediary assessments and finale evaluation);

An introduction to the "**Learning-through-travelling method**", by F.Kemat, doctor in educational sciences;

A **non-formal education tool** to **define non-formal education**, by Dora Deak, training manager in non-formal education at FORME.

PROGRAM OF THE SEMINAR

Friday 27.11.15: Welcoming of the participants in Toulouse. Discovering of the city.

Friendly evening gathering at Via Brachy's members' flats.

Saturday 28.11.15

09:00: Departure for Gaillac.

Welcoming of the participants at *Domaine de Matens*. Presentation of the venue and local partners.

13h15: Lunch (French cuisine)

14h45: **Opening session: Ice-breakers and Get to know each other activities**

Reminder of the **seminar's objectives, program, partners and trainers**. Specification of **common rules** and distribution of **tasks**.

20:00: Diner (French cuisine)

Evening: **Additional activities** to know each other better.

Sunday 29.11.2015

9:30: Energizer. Distribution of tasks (*time keeper, atmosphere keeper, shepherd...*).

10:00-12:15: **Which mobility projects have you been experiencing so far? What are their main characteristics? What distinguishes them from "leisure trips"?**

Workshops in small groups to create an overview of the mobility projects participants have led / have been involved in, specifying the objectives, topics, duration/venues and target groups.

12:15-13:00: **What can lead a learning mobility project to a success?** (Part 1)

Mutual interview groups to share our experiences and point out difficulties and facilitating elements.

13:00-14:30: Lunch (Catalan cuisine) - Break/siesta

14:45-15:00: Energizer

15:00-15:45: **What can lead a learning mobility project to a success?** (Part 2)

Sharing results of the workshop of the morning. Definition of a set of good practices.

16:00-19:00: **What can affect a learning mobility project? How to overcome those difficulties?** (Part 1)

Small workshop to highlight the main difficulties encountered while leading a mobility project.

"Canadian Boxing" to debate on two common issues: "We cannot avoid group inertia" / "We cannot mix all the publics".

Workshops in small groups (3 steps) to define a set of good practices to overcome the main difficulties that the group pointed out previously.

19:45: Short **debriefing** of the day

20:15: Diner (Catalan cuisine). Friendly evening on site.

Monday 30.11.2015

9:30: Energizer.

10:00-11:30: **What can affect a learning mobility project? How to overcome these difficulties?** (Part 2)
Setting out of each group's conclusions. Open discussion.

11:45-12:45 **How to define non-formal education? Which differences between formal- / informal education?**

Positioning exercises to build common definition of non-formal education. Linguistic overview of the concept.

13:00-14:30: Lunch (Greek cuisine) - Break/siesta

14:30-15:00: Energizer.

15:00-16:30: **What are the different roles in a mobility project? How to define a "leader", a "facilitator"?**

Positioning exercises (Cross positioning and moving debates).

16:45-18:45: **Draw your mobility project, according to the topic, the target group, the venue, etc.** (Part 1)

Practical training in small groups: each working group has to design a mobility project with given instructions, including details on the methods used, the educational team, the preparatory activities, the evaluation process, etc.

19:00: Short debriefing of the day.

20:15: Diner (Greek cuisine).

Convivial evening on site.

Tuesday 01.12.2015

9:30: Energizer.

10:00-12:45: **Draw your mobility project** (Part 2)

Each working group carries on with what they worked on on Monday afternoon (project design).

12:45-14:15: Lunch (Portuguese cuisine) - Break/siesta

14:30-14:45: Energizer

14:45-17:00: **Draw your mobility project** (Part 3)

17:15-18:30: **Presentation of the projects** in front of a jury

Each working group presents its conclusions to the others in front of a jury.

20:00: Short **debriefing** of the day (expression box).

20:15: Diner (Portuguese cuisine).

Convivial evening on site.

Wednesday 02.12.2015

9:30: Energizer

10:00-12:45: **How to learn from your experience and support participants in their learning process?**

Theoretical presentation of the "self-training-through-travelling" approach by Fatiha Kemat.

13:00-14:30: Lunch (Italian cuisine) - Break/siesta.

14:30-15:00: Energizer

15:00-16:45: **Practical training** in small groups.

17:00-19:00: **Sharing results of the exercises.** Presentation of a **range of pedagogical tools.**

19:15: Short **debriefing** of the day (sharing circle)

20:15: Diner (Italian cuisine)

Closing night: Song and dances from here and there.

Thursday 03.12.2015

10:00: Energizer.

10:30-11:45: **Participative evaluation of the seminar.**

11:45-13:15: **Definition of follow-up activities & Perspectives.**

13:15-14:30: Lunch (Estonian cuisine)

14:45-16:45: **Networking** session.

17:00: Departure for Toulouse.

Evening: Festive evening in Via Brachy's office with the remaining participants.

WHICH MOBILITY PROJECTS HAVE YOU BEEN EXPERIENCING SO FAR?

The overview realized with the participants about the learning mobility projects they were previously involved in attests how wide and various the field is.

TOPICS of the projects

Society, Politics: Multiculturalism / Fighting against discrimination (racism, sexism...) / Human rights / Community living / Citizenship awareness / Non-violence (non-violent communication, non-violent action...) / Dealing with bullying

Economy, Ecology: Cooperative economy / Local development / Alternative currencies / Do It Yourself (DIY) / Entrepreneurship / Sustainability / Protection of animals / Healthy lifestyles.

Education, Life-long learning, Personal development: Recognition of non-formal education / Open-mindedness, autonomy and self-awareness / Promotion of mobility projects / Environmental education / Education sciences / Stimulation of one's creativity / Holistic well being

Culture: Folk-tales / Languages and cultures / Artistic creation / Healthy lifestyles / Food

Learning objectives

Be inspired from others / Learning from others practices / Sharing ideas with people from different cultures

Raising awareness about eco-friendly ways of life, about social economy / Improving resilience / Educating about conflict resolution / Educating about non-violent activism

Including diversity into one project / Federating a group, sharing motivation / Improving teamwork / Learning values to young people

Learning foreign languages / Learning intercultural skills and communication / Improving self-confidence / Becoming more autonomous / Gaining basic knowledges to tends towards sustainability

Target groups

Students / Youth (18/30) / Teenagers (10/18) / Children (0/10)

Teachers, facilitators, social workers

Migrants / Refugees / People with special needs / People with fewer opportunities / Homeless people / Disabled people / Ethnic minorities, all minorities / Victims of conflicts

Local communities / Social organizations / Activists

Families / Mixed groups (age, jobs, backgrounds but with common interests) / Elder people

Farmers / Artists / Business men/women / Scientists

Politicians / State/public workers

Tourists

WHAT IS NON-FORMAL EDUCATION?

Participants attempted to define non formal education with the "definition from the center" tool described later in this synthesis. Non-formal education appeared thus as:

An active learning (different from passive)...

... based on people's experience...

... using unconventional educational methods and tools.

A co-construction...

... which requires no barriers between "learners" and "trainers": everybody is learning from the other, either you're a participant or a facilitator / a trainer / a leader.

An invitation to use your critical sense to question things and concepts...

... to forge your opinion and gain knowledge

... to become a plain citizen and to better take action.

A matter of sharing...

... within a frame...

... to reach learning objectives...

... aiming at empowering people.

WHAT IS FEEDING YOU IN A MOBILITY PROJECT?

- The nourishing context and meetings
- The transnational nature of the initiative
- The various topics, the different point of views according to people's culture and backgrounds
- A rich and various program
- Practical workshops
- Meeting people who share common interests, who are involved in social projects
- Willingness to get over difficulties, to stand up whatever could happen
- Acquiring skills and strengthening links, to help and support each others
- Gaining knowledge to take decisions together and to build a coherent group
- Understanding better each other reality
- Enjoying time spent together
- Sharing responsibilities

WHAT CAN LEAD A LEARNING MOBILITY PROJECT TO A SUCCESS?

From a participant's point of view

- Having the right information before applying, knowing the content of the project
- Being involved in all the process, including preparation and follow-up activities (evaluation, perspectives...)
- Working with people who share common values and interests, shared enthusiasm
- Good management of time and resources
- Reliable schedule, Good organization and logistics
- Experienced trainers
- Getting deeper gradually in the training
- Trust
- Team workshop / solidarity
- Freedom of expression: feeling that you can express what is going well and wrong
- Seeing what you say and do has an impact: you can influence what is happening because the project is flexible enough and the people are open-minded
- Horizontal decision process
- Nice environment

From a hosting organization's point of view

- Knowing people's expectations
- Gathering people who have different experiences, different backgrounds, to share knowledge and points of view
- Cooperating with people that complement you (skills, attitudes)
- Mixing theory with practice, informal, formal and non-formal educational
- Sharing tasks and responsibilities
- Remaining flexible so you can adapt
- Skills in the team in conflicts management and problem solving
- Humor / Self-derision
- Economic sustainability

WHAT CAN AFFECT A LEARNING MOBILITY PROJECT?

Basically, the opposite of the facilitating elements...

- Lack of communication / information, gap between what is planned and people's expectations
- Misunderstandings with international and/or with local partners
- Having too many different expectations
- Lack of commitment
- Spoiled timetable
- Bad organization / logistics
- Group inertia
- Not enough time to go deeper in each matter
- No (or not enough) space for free speech, free expression, stimulation
- No respect
- Lack of resources / funding
- Communication issues: languages, ITC, decision transparency...

HOW TO OVERCOME THE MAIN DIFFICULTIES ENCOUNTERED? (1)



AVOID FRUSTRATION FOR THE PARTICIPANTS by...

- Preparing partners and participants (language skills, general information given to stakeholders, quality of the selection process...)
- Taking people's needs into account all along the process
- Providing both intellectual and physical activities
- Using empowerment tools (ice breaking, butter-flying, bumble bees, art)
- Enhancing communication skills
- Opening an "expression box", which contents will be taken into account
- Caring games (as the "secret friend"...)
- Keeping a positive attitude, highlighting positive aspects of the meeting, without denying the negative one
- Talking things over
- Saving time for reflection, self-assessment, evaluation...



CREATE A POSITIVE GROUP DYNAMIC

- Provide personal interviews to question one's motivations and expectations, to be sure they match the project
- Gather participants before the real activity begins (small workshops, aperitifs, collective meetings...)
- Make the group responsible of its own dynamic, which requires keeping free space in the schedule, presenting the frame, the constraints and limits, the possibilities (how far you can move the frame), the available resources...
- Alleviate borders between participants and organizers/leaders
- Invite people to invest the frame, to be creative inside the frame
- Alternate formal/informal/non-formal, intellectual/emotional, inside/outside, small groups/big groups...



- Organize sharing circles to discuss good things and problems
- Look together for solutions
- Save time for reflection: alone, by pair, in group...
- Use silence as a tool
- Save time to enjoy the meeting in a non-formal way, while eating, singing, dancing, wandering...
- Have some people in the team who know how to deal with complex situations
- Use humor, accept critics and recognize what you did right and what you didn't, frankly.

MAXIMISE PEOPLE'S INVOLVMENT by...

- Federating participants around common objectives
- Talking about fascinating topics
- Giving opportunities to build relationships, personal and professional development
- Offering practical / playful / participative / enjoyable activities: parties, aperitifs, participative debates, cooking and sharing meals, dancing, playing music...;
- Sharing tasks
- Meeting "experts", skilled trainers, inspiring people;
- Giving participants something in return (certificates, credits...).



HOW TO OVERCOME THE MAIN DIFFICULTIES ENCOUNTERED? (2)

GATHER THE NEEDED RESSOURCES through...

- Involving participants in the projects: money, services, material, food
- Public subsidies
- Sponsoring
- Crowdfunding
- Charity
- Rising funds: organising events or sales
- Volunteering
- Bartering: with public institutions, private companies, professionals, partners, participants.

OPTIMISE THE SCHEDULE ORGANISATION

- Develop short term projects related to long term goals
- Find a reliable and skillful team
- Define and split roles, responsibilities and tasks
- Keep track of plans and goals/objectives
- Alternate intellectual and physical activities, do lots of energizers
- Stay realistic and manage time efficiently
- Use technical and communication updated tools
- Involve participants as much as possible.

DESIGN YOUR PROJECT!

On the third day of the seminar, participants were invited to split in 5 teams to design a mobility project with given instructions, including details on the methods used, the pedagogical team, the preparatory activities, the evaluation process, etc.

After 1 full day of work (from 17:00 on the 30/11 to 17:00 on the 01/12), each working group presented its results to the others, in 20 minutes (Presentation: 10' – Question: 10'), in front of a jury composed by 3-4 members of another working group selected by random.

Here are basics of those projects, among which some are currently on the way to take shape in reality...

Project N°1: **SCOOP IT!**

Prerequisites for the project

Topic: Social change; Countries involved: 4; Activity type: Strategic partnership; Duration: 12 months.

*Considering the topic (social change) was too wide, the group decided to focus on one key element contributing to it: the **COOPERATION**.*

Objective and expected results

Learning how to cooperate:

- at an individual scale (skills to acquire / strengthen to better work with others)
- at the level of an organization (methods and tools to adopt within the organization in terms of governance, decision making processes, management of activities...)
- within a network

in order to:

- **improve the quality of the actions** developed by the organizations you are involved in;
- **inspire other people and organizations** within Europe;
- **spread good practices in the field of cooperation through the dissemination of intellectual outputs**, become a model that can be re-adapted and implemented in a wide variety of contexts.

Activity type, venues and duration

The project is a 12-months-long **strategic partnership** including activities in France, Italy, Greece and Spain.

It alternates between different phases:

- international meetings/trainings (with visits on the field);
- working sessions at a local level;
- virtual mobilities on an online platform;
- local dissemination activities (public events, peer-to-peer trainings...) to share the acquired knowledge and inspire a wide audience in each partner country.

Partners

The **international partners** are the sending and hosting organizations: 4 social organizations (aiming at empowering people and fostering social change) from Italy, Spain, France and Greece.

Local partners are experienced organizations in the field of cooperation (dealing with collaborative economy, social change...) from Greece, Italy, Spain and France. They have been selected based on a specific list of criteria defined by the international partners.

Participants

People already involved in social projects dealing with sustainability/social change and people who would like to set up such projects.

Participants are the same all along the process. The group is composed of 20 persons (5 per country), the more diversified the better (in terms of profile, background, age...).

Frame of the project

The project includes 4 steps:

1) **A kick-off seminar** to federate the group, share experience on common issues (cooperation issues), set up a common vision and language/understanding. It allows the participants to actively get prepared, define the methodology used all along the process, and especially the method used for the audit (elements/aspects to collect/analyse, pattern...).

2) **Practical activities**: Interviews, visit of inspiring projects. Participants collect information and run concrete activities with the hosting organizations (local partners), to build trust and go deeper in their understanding.

3) **Analyzing activities**, on-site or online, to sort the material that was collected and point out interesting elements.

4) **Dissemination activities**, on-site (local events, peer-to-peer trainings...) or on-line (website, social networks, specialized platforms).

A tool box (showing various types of cooperation, methods, tools, models, legal forms...) and a **set of good practices** are spread on an open source platform at the end of the process, as a tool for better cooperation to which other individuals or organizations can access freely.

Users will be then encouraged to give feedbacks after testing some of the identified models, methods and tools (with or without the support of the partner organizations, depending on the needs) in order to contribute gradually to the improvement of the set.

Schedule

Step 1 / in spring / in France

- 3 days kick-off
- 3 days of visit/research
- 1 day of sharing / evaluation

Virtual mobility: Participants feed an online library

Step 2 / in summer / in Spain

- 3 days kick-off
- 3 days of visit/research
- 1 day of sharing / evaluation

Virtual mobility: Participants feed the online library

Step 3 / in Autumn / in Greece

- 3 days kick-off
- 3 days of visit/research
- 1 day of sharing / evaluation

Virtual mobility: Overview/completion of gathered material, Peer-to-peer reviews.

Step 4 / in winter / in Italy

- 1 day defining: main issues, target group, media, structure and layout
- 1 day defining: use and evolution of the outputs, follow-up activities
- 1 day: self-assessment and evaluation of the process
- 1 day: Multiplier-event and closing session.

Expected impacts of the project

- **On the participants:** improving ability to cooperate, improving personal and professional skills, contributing to participant's personal development;
- **On the international partners:** improving ability to cooperate with other organizations, effectiveness and good management, improving the quality of services/offers;
- **On the local partners:** experience sharing, positive feedbacks to improve their projects, opening to an intercultural dimension;
- **On the 2 main target groups:** i.e.:
 - . local organizations that will access to the project's outputs (1) (through the platform or thanks to local dissemination activities), on which impacts should be similar to those expected on international partners
 - . people who benefit from the action of the partners organizations (2), who will benefit from the improvement of the quality of their services/offers.

Activities during the field visits:

- Interviews with people involved in the visited projects and with various stakeholders (users, partners...)
- Diffusion of a questionnaire
- Observation (on site) of collective decision-making
- Practical activities / volunteering with the hosting organization (participants take part in workshops);
- Informal activities (cooking, cleaning...), to deep the relationship between participants and their hosts
- Agora / open discussion in circle including participants and hosts
- Last day celebrating event

MAKING OF (*method used by the group n°1 to design the project*)

1- Define topic: brainstorming, prioritize, define

2 - Decide method: how to proceed on project engineering: W-question method and collective workshop

3- Design greater outlines of the project: brainstorming, prioritize and define on each W-topic (why, who, for whom, where, when, how long, how...), develop: contents, roadmap, schedule, tram profile, partner profile, intellectual outputs...

2/ Project n°2: **ECO-SUFFICIENCY**

Prerequisites for the project

Topic: Sustainability, citizenship and environmental education; Activity type: Youth Exchange; Duration: 14 days; Countries involved: Romania, Estonia, Greece, France and Portugal; Venue: in one of the partner country.

Objectives and expected results

- Raise participants' awareness on sustainability
- Improving participants' ability to:
 - o manage resources and take advantage from their environment (self-sufficiency)
 - o work in and as a team (cooperation), especially in a mix-group (various nationalities, backgrounds)
 - o communicate in a foreign language
 - o reduce their ecological footprint
 - o Strengthen links between young people from different European countries, contributing to intercultural dialogue and mutual understanding.



Duration and venue: 14 days, at the end of August, in an eco-camp built by participants in the wild near an Estonian Eco-village.

International partners

Youth organizations that already work in the field (sustainability, environmental education, citizenship education).

Local partners:

an eco-village nearby the autonomous camp and local farmers (organic food).

Number and profile of participants

20 young people (18-25 years) from Romania, Estonia, Greece, France and Portugal (4 participants/country) that are interested in the project's topic.

Trainers

Experts in natural resources management, trainers in environmental education, eco-building, eco-farming, group management (to teach young people about how to rely on natural resources, raise interest and gain knowledge on how work eco-systems...).

Group leaders

Young participants who have already some experience in how to "live in the wild" and/or in group management (scouts, adventurous young people...).

Preparation of participants

Personal interviews and collective meetings are organized to:

- o ensure that participants get the right information;
- o verify that the project meets their needs and expectations;
- o prepare them to live the experience.

Activities

Participants are encouraged to be the as autonomous as possible, having as little gear as necessary to meet their daily needs and participating in various workshops in and with the nature.

The camp is an occasion to adjust their needs to the available resources on site and to get into extensive communication with each other, far from any internet connexion...

Activities are mainly about:

- Eco-building (dry toilets, wooden and cob houses...)
- Gardening (permaculture)
- Healthy cooking and lifestyles
- Picking fruits/fishing/hunting, wild cooking
- Community living and group management (on the camp)
- Cooperative games.



A specific attention will be paid to the way participants feed themselves:

- Consumption of local food, relying as much as possible on wild resources
- Use of low-tech tools to cook (low energy cooking tools, rocket stoves...)
- Workshops on healthy cooking.

Schedule

Day 1

Reminder of the project's objectives, schedule, requirements...

Presentation of the partners, the trainers, the facilitators and the group leaders

Visit of the venue, settlement of the camp

Socializing / Team build activities

Organizing the group / drawing of a planning (including "Do's & Don't" and community learning rules).

Day 2

Encounter / Meeting with the inhabitants of the nearby eco-village

Discovering of the place: historical and current context, available resources, landscape....

Day 3

Useful workshops for the camp setting: seeds bombing, gardening, preparing the compost, bread making...

Participants are encouraged to take initiatives as much as possible.

Day 4

Walking silently around; observing the eco-system; questioning our way of living, of being, of interacting with others...

Workshops on the community living, to gain knowledge in non-violent communication and in group management.

Day 5

Introduction to the concept of sustainability and to some related concepts (ecological footprint, self-sufficiency, human development...). Open discussion / debate.

Adjustments of the program, of the common rules and of the logistical arrangements, according to what have been discussed.

Day 6 to Day 12

Practical workshops:

- o in the camp (development of the camp settings, management of resources, preparation of animation to ensure a positive group dynamic and to facilitate the dialogue between participants...)
- o in the nearby eco-village (eco-building, eco-farming...).

Every morning: energizers (games, relaxing or stretching activities...)

Every evening: artistic activities (to free one's creativity and express oneself) and short debriefing of the day with the trainers, the facilitators and the group leaders.

Day 13 and 14: Evaluation of the Youth Exchange / Conclusion

WORKING PROCESS (*method used by the group n°2 to design the project*)

- 1 - Brainstorming, to question the concept of "Eco-sufficiency"
- 2- Clarifying the idea: main goal of the project, specific topic...
- 3- Fixing the details: place, partners, participant's profile, main requirements...
- 4- Defining the main activities, setting up the programme
- 5- Specification of the trainers and experts ' profile, reflection on the logistics
- 6- Reflexion on the participant preparation, adjusting details.

Project N°3: **MIGRANTS: THE CARAVAN OF CULTURES**

Prerequisites for the project: None! The 3rd group was a FREE GROUP

Its members decided on their own to work on the issues of migrants and their inclusion into society.



Objectives of the project

- Facilitating inclusion process between locals and migrants
- Raising awareness among locals and institutions about migration
- Introducing children to cultural diversity
- Bringing locals and migrant communities closer through sharing traditional culture (art, food, music...)
- Break down stereotypes about migrants through first hand experiences.

Summary of the project

The project consists in:

A five-days-event in four different countries at the same time, aiming at connecting the migrant communities with the locals through cultural exchanges and shared experiences: "human library", cooking workshops, music workshops, children activities, open scene for self-expression.

+ **A 3 days-harvesting-event in Faro** for the 40 participants, where the outputs of the project will be shown: debates, documentary, exhibitions (painting, photos, posters...)

Target groups: Inhabitants of the project venues and migrants.

Countries involved and venues:

4 European countries strongly impacted by the migrant crisis: Italy, France, Portugal and Greece.

The Caravan includes:

- 5 days to connect people and to create in Palermo (Italy), Calais (France), Faro (Portugal) and Lesbos (Greece)
- 3-days-harvesting event in Faro, Portugal.

Number and profile of participants

40 persons: 2 youth and social workers from each country to each place (32 persons) + 8 migrants.

Local partners

The project involved:

- NGOs working with migrants and children
- Municipalities (from each venue)
- Local schools.

Schedule

May 2017	Wednesday 24	Thursday 25	Friday 26	Saturday 27	Sunday 28
Morning	Children activities	Children activities	Children activities	Children activities,	Children activities,
Afternoon	Food workshops	Art workshops	Music workshops	human library, exhibitions, open restaurant, interactive stands	human library cooking together and big lunch sharing, exhibitions
Evening	Food sharing	Public exhibition	Open scene	Concert	Inter-cultural dance closing event

Event in Faro Sept. 2017	22 nd Sept (Friday)	23 rd Sept (Saturday)	24 th Sept (Sunday)
Morning	Sharing the results and experiences between participants	Continuation of proposals elaboration	Public presentation of results, documentary, speeches
Afternoon	Workshops to elaborate proposals for the future	Meeting/workshops with stakeholders	Open space for questions and network building
Evening	Intercultural dinner/event	Portuguese dinner. Concert	The caravan of cultures

Outputs

Beyond the exhibitions and the various events, a documentary is realized to keep track of the project and inspire other organisations within Europe, inviting them to renew and extend the initiative.

Expected impact

The various activities planned eventually reach:

- 10 000 visitors
- 1 000 000 people on social media
- 15 municipalities (that will be interested to work together afterwards)
- National and European institutions.

Evaluation: Evaluation mainly relies on personal questionnaires and participants reports.

WORKING PROCESS *(method used by the group n°3 to design the project)*

1/ We define the topic and goals.

Each member of the group expressed one particular topic that was dear to his/her heart. Then out of the 5 different topics, we found a project that combined more or less all of themselves.

2/ We agreed on time, spaces, duration.

3/ We agreed on target group and participants.

4/ We wrote down a summary of the idea.

5/ We agreed on the name of the project and created a colourful presentation.

6/ We created the schedule and wrote down the goals.

Project N°4: **ARTIVISM**

Prerequisites for the project:

Topic: Migrants, Art and Culture as a tool for social inclusion. Countries involved: Italy, Sweden, Spain, France and Estonia. Activity type: Mobility of youth and social workers. Duration: 3 weeks



Objectives of the project

- Enhance the migration phenomena through Art
- Give tools for the participants to improve their personal and professional skills
- Promote empowerment of the migrants as beneficiaries
- Foster inclusion of the migrants in the society

International partners

5 social organizations paying attention to art, social and intercultural dialogue and Human rights from Italy, Sweden, Spain, France and Estonia.



Target groups

- Participants (who will gain knowledge and strengthen skills to take action)
- Migrants (who will be involved in each activity and whose conditions are in the core of the project)
- Inhabitants of each venue: Palermo (Italy), Calais (France), Stockholm (Sweden)
- European societies, whose ways of addressing the migrant crisis will be questioned.



Number and profile of participants

An open call will be spread in the 5 countries organizations to find 15 participants:

3 participants from each country:

- 1 artist (skilled in music, performing, hand-craft, visual art or literature)
- 1 social worker experienced in migrants' issues
- 1 "activist" with real interest or dedicated in migrants' issues.

The project will thus gather:

- People who are working on social inclusion and know about migrants' situation (= social workers)
- People who know different fields of arts and how to express things through it (= artists)
- People who are involved in finding solutions to some public issues and have knowledge about the migrants' situation (= activists)

Participants must be motivated in the topic migration, have good English speaking skills and help to find solutions to ease this issue. Artists have to be professional in their fields (a portfolio and/or a CV will be required) and social workers have to be experienced in the field of migration.

Learning objectives

For artists: Learning to transform a social issue into Art

For social workers: Learning new tools to work with social issues

+ Meeting other actors involved in social issues

For activists: Learning more efficient ways to face important causes.

For all: Enhancing teamwork, improving ability to cooperate with people from different disciplines.

Venues and duration

3 venues strongly impacted by the migrant crisis in Europe: Palermo (Italy), Calais (France) and Stockholm (Sweden).

3 weeks (1 week per venue).

Program

1/ Palermo, ITALY

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Arrival in Palermo	Team building and multicultural dimension: Get to know each other activities, Open discussion about migration	Presentation of the project to the migrants and to local people	WORKSHOPS	WORKSHOPS	WORKSHOPS	Internal and external evaluation
Reminder of the project objectives, schedule... Presentation of the partners, the venue...		5 Workshops in 5 fields of arts + visit of relevant locations (relative to migration)				Presentation of the art works Final event / Party with participants, partners and beneficiaries

2/ Calais, FRANCE

Day 8	Day 9	Day 10	Day 11	Day 12	Day 13	Day 14
Departure from Palermo / Arrival in Calais	Free time	WORKSHOPS	WORKSHOPS	WORKSHOPS	Internal and external evaluation (participants & beneficiaries)	Free time
Internal evaluation (how overcome difficulties)	Visit of relevant locations Presentation of the project to migrants and to local people				Presentation of the art works Final event / Party	Departure from Calais / Arrival in Stockholm

3/ Stockholm, SWEDEN

Day 15	Day 16	Day 17	Day 18	Day 19	Day 20	Day 21
Visit of relevant locations in Stockholm	WORKSHOPS	WORKSHOPS	WORKSHOPS	Internal and external evaluation	Free time	Definition of follow-up activities & Perspectives
Presentation of the project to migrants and to local people				Presentation of the art works Final event / Party		Internal evaluation: <i>How to develop the impacts of arts in social issues?</i>

Workshops are provided in **5 different fields of Art**: Music, Performing, Hand-craft, Visual Art and literature.

A **documentary** will be realized from them to feed various dissemination events, awareness-raising actions and peer-to-peer trainings after the project's end.

Internal and external **evaluations** will help assessing:

- the efficiency and quality of the decision making process
- the quality of the coordination and of the cooperation between the different participants (artists, youth workers, activists, migrants, volunteers...)
- the quality of the cooperation with local partners and stakeholders
- the integration of the whole educational process of transforming a social issue into an Art work
- the understanding of the interest of Art in the transforming social issue process
- the impact on the local community.

Intercultural dimension

The intercultural dimension will be pervasive and will specifically appear:

- between the partner organizations, while checking understanding of the purpose of the mobility project and managing it;
- between participants who will need to cooperate with actors from various fields and from different points of view;
- between participants and migrants, who will both have to learn about each other's culture, situation, motivations, fears, values... to finally create something together, beyond language and cultural barriers.

Responsibilities of the partners:

The quality of the project will strongly depend on the partners' ability to share tasks and responsibilities.

Hosting organizations will be in charge of:

- selecting the candidates, the beneficiaries (migrants and local people) and the premises
- managing logistics issues, providing materials, tools and venues
- involving local partners and volunteers
- contacting local and national media
- disseminating the project's outputs.

Sending organizations will be responsible of:

- preselecting the candidates
- preparing participants, organizing meetings to inform them and to assess the project
- disseminating the project's outputs.

Project N°5: *The PARADISE FARM: A SUMMER CAMP FOR FAMILIES*

Prerequisites for the project:

Topic: Family education, Healthy lifestyle, food and gender issues.

Duration: 7 days. Countries involved: 4. Venue: Catalonia, SPAIN. Participants' profile: Families.



Main objective: Educating families: addressing food issues, promoting healthy lifestyles and gender equality.

Specific objectives

- Raising awareness of gender issues, improving gender roles and equality among the family members
- Improving participants' daily routines, focusing on healthy eating and lifestyles
- Involving all family members in the decision process and activities
- Empowering families, allowing them to spread the word to relatives, in their communities.

Participants' profile

6 families including LGBT couples, single parents and extended families (i.e. reconstructed families) from 3 different countries in Europe (2 families per country, with maximum 4 members per family x 3 countries).

Venue: in a farm in Delta de l'Ebre, in the Catalan countryside (Spain).

Duration: 7 days, from Sunday (morning) to Saturday (evening).

Partners and human resources required on site

The project results from the cooperation of:

- 3 youth and social organizations from 3 different countries;
- a farmer organization from Catalonia;
- the local community, including local producers, the town council and stakeholders around the local market place.

The camp involves directly: 5 facilitators (who form the pedagogical team), 2 cooks, a couple of experts for the workshops (nutritionists, psychologists, doctors in education sciences...), local farmers and volunteers.

Time-schedule and activities

The "Paradise Farm" is a one-week-long ongoing program.

Families arrive on Sunday morning and leave on Saturday evening. Parents and children together choose the activities they will experience day after day on the day of their arrival.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Morning	Presentation	Daily tasks + energizers					Concluding assessment and cleaning and leaving
		Help in the farm	Outdoor activities	Help in the farm	Outdoor activities	Help in the farm	
Afternoon	Workshops + peer education	Workshops + peer education		Workshops + peer education		Workshops + peer education	
Dinner	Sharing circle and Presentation						
Evening	Interaction between families						

Morning activities: Defining rules and daily tasks. Split responsibilities between participants (including children).

Practical activities in the farm: picking fruits and vegetables, fishing, milking cows, taking care of children, making bread, Horse riding.

Afternoon activities: Workshops with experts and peer-education on gender issues (change roles, split tasks), healthy food (cooking together, grocery shopping on local farmers markets, meeting producers...) or family unit (story-telling, music playing, theatre...).

Evening activities: Presentation of the activity of the day, sharing circles, collective assessment and feedbacks.

Non formal and playful activities, including both parents and children: table games, screening (movie night), karaoke, singing, dancing, sharing traditions...

Preparation

Before each camp, each sending organisation broadcasts the call in one's network. It sets up interviews with the applicants (asking needs, checking motivations...) and ensures the selection of participants, following a common grid of criteria. Meetings are then organized with the families to answer their questions and prepare the camp.

Meanwhile, hosting organizations and local partners are preparing the venue (preparing workshops, logistics...).

Evaluation of the project and its' impacts

The evaluation relies on:

- The daily and final assessment during the camp
- Interviews with families after the camp
- The personal questionnaire delivered to them, whose data are analyzed by a team of educators, psychologists, youth and social workers
- Regular feedbacks in the year that follow the camp: Sending organizations are maintaining contact with the families and report about the experience of educating other families.

JOINING PEOPLE TOGETHER, FACILITATING INTERCULTURAL DIALOGUE, SETTING UP A POSITIVE GROUP DYNAMIC

Ice-Breakers / Get to know each other activities

> The participative group chart

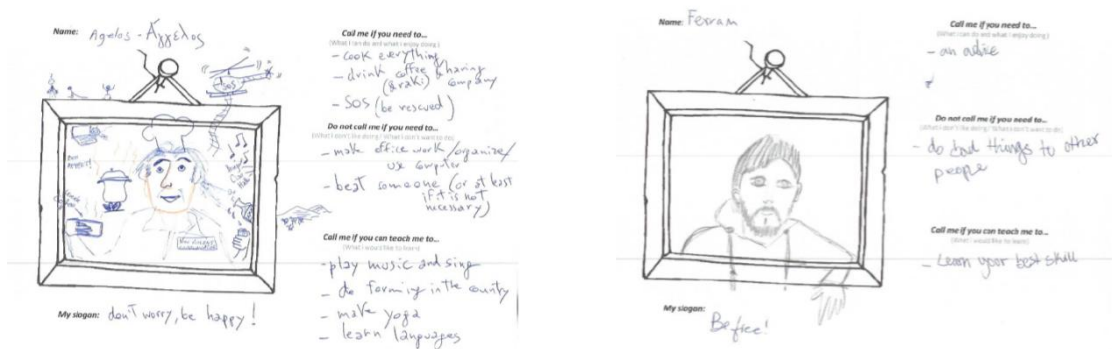
Participants break into groups of 3. Each person is interviewed by the two others thanks to a common grid:

- "Call me if you need to..." > Something the interviewee can do and enjoy doing;
- "Do not call me if you need to..." > Something the interviewee dislikes or doesn't know how to do;
- "Call me if you can teach me to..." > Something the interviewee would like to learn;
- "My slogan" > The current moto of the interviewee.

A drawing of the person (whose name is written above) completes the picture.

After 5 minutes, participants switch roles: one of the 2 interviewers becomes the interviewee, and the interviewee takes on the role of interviewer.

After 15 minutes (3 x 5 minutes), the game is over and all the portraits are put next to each other on the wall, forming a group chart.



> The Clock (speed-dating)

15-20 minutes. 12 participants.

6 different questions (for 6 mutual interviews i.e. 6 rounds) of 2 minutes (1 minute per person per question).

Participants have 5 minutes to take appointments with others, by pair, thanks to the clock on paper which was distributed to them. One appointment lasts 2 minutes, representing 2 hours on the clock.

The animator is giving the tempo. He/she announces a new question every 2 minutes, inviting participants to answer it with the person they have an appointment with at this moment, according to their "clock-agenda".

Questions are eclectic, unexpected and playful. The more participants are laughing; the quicker the ice is melting...



> The Mapping

Participants (4-6 persons) gather around a World map (ideally, an alternative map as the [Peters' World Map](#)).

One after the other, they show and explain to the others where they have been travelling in the past, using pins of two colors: one for the "leisure trips" and one for the other kind of mobility they experienced (training courses abroad, volunteering, youth exchanges...).

> The Ideal Trip

"If you had no constraints, money in your pocket and time as much as you may need, which travel would you like to do?"

Participants (5-6 persons) gather in circle and share with others about their ideal trip, trying to express, beyond destinations and activities, their motivations.

A soft way to get into the spirit of travelling, to discover the others through a common interest, and to ask oneself about one's profound motivations...

Tools to ease the intercultural dialogue and strengthen links between participants

> How do you say “...” in your language?

Basic sentences to say “Hello”, “Have a nice meal”, “Good night” etc. are written on a paperboard in the mother tongue of each participant. The board is put in the living room in order to encourage the multilingualism and to break down the language barriers, as much as possible.

> Food... not for thought!

Food is a powerful tool to meet the others! In our case, participants were invited before the training to send typical (and not too difficult) recipes from their country (2 main dishes and 2 sweets, for 2 meals), according to the season and to which ingredients could be found in the venue. Each meal became thus an opportunity to widen the encounter, sharing about our different culinary habits and social rituals and discovering how diverse can be our daily routine and living conditions.

> Singing and dancing

Singing and dancing help a lot in overcoming language barriers and being able to connect with each other.

Few things are needed to initiate the movement. Just give participants free access to:

- some acoustic music instruments (guitars, flutes, tambourines...);
 - lyrics books with tablatures;
 - a white board (to write additional songs);
 - a computer with an efficient sound system and playlists with music from various cultural areas.
- and give, if needed, the first impetus. Spontaneous jam-sessions and dances will most probably occur in the following days, contributing strongly to the group dynamic.

> The “special walks”

Going outside, taking fresh air and walking with one person, apart from the (big) group, is an effective tool to take a breath and meet someone in the same time.

During the training course “Learning by Traveling”, participants experienced 2 of those “special walks”:

- The “**photographer**” (15 minutes):

Participants go for a free walk by pair. One endorses the role of the photographer and leads the other, whose eyes are closed. When the photographer finds something interesting, he/she stops and invites the other to open one’s eyes and to take a photo. They exchange roles after 3 photos. They can speak together during the walk or stay quiet, according to their preferences.

- “**Think-listen-N-speak**” (20 minutes)

Participants go for a walk by pair (ideally with someone they do not know well) to share freely for 20 minutes about one topic the animator gave them (generally related to the topic of the training course). For 10 minutes, one is expressing one’s point of view, while the other is listening, without answering, debating or asking questions. After 10 minutes, they exchange roles. The speaker becomes the listener for 10 minutes, sharing with one’s partner, who is listening attentively.

SHARING TASKS & RESPONSIBILITIES

Distributing small roles everyday allows participants to get involve in the training and to take initiatives. It also eases the workload of leaders, trainers or facilitators, who can focus more on the educational aspects of the training and offer participants a better support.

During the seminar “Learning by Travelling”, 4 roles were distributed to the participants daily, on a voluntary basis:

- **Breakfast team** (2 persons): setting up the breakfast table and preparing the hot drinks (the, coffee);
- **Shepherds and time keepers** (2 persons): gathering people when needed (for the workshops, the meals...), looking for the clock, reminding others of the time schedule;
- **Atmosphere keeper** (1 person): observing the group, to see if a break is needed, an energizer, some water supplies...
- **Small useful things team** (2 persons): checking the overall cleanness of the venue.

QUESTIONING CONCEPTS, DEBATING ON COMPLEX ISSUES (1)



Mutual interview groups

The method consists of sharing a bad or a good experience in small groups (2-3 persons) to point out facilitating elements or pitfalls to avoid (depending on whether it is a bad or a good experience).

Each person speaks for 5 minutes about one personal experience from which will be drawn facilitating elements (to put into practice) or bad practices (to avoid as much as possible). Findings of each working group are then shared with the whole group, and add up to create a set of good practices. To avoid repetition, participants don't repeat an element already mentioned.

Positioning exercises

Positioning exercises are powerful tools to:

- avoid long and boring discussions while addressing concepts;
- make sure that everybody will express oneself in a debate;
- highlight the diversity of participants' experiences / point of views and reach consensus on controversial issues.

During the seminar, participants were introduced to 3 positioning exercises:

> Canadian boxing

Participants split in two teams to debate about a controversial issue, starting from the statement given by the animator. The first team defends the assertion, as it is; the second defends the opposite point of view.

Participants cannot decide which team they belong to: the animator will decide for them, by random.

Each team will then look for 3-5 arguments to convince the others. Arguments are given one after the other, into "boxing rounds" which include one member of each team at a time.

Example:



TEAM 1: "We cannot do anything against group inertia!"

Argument 1: Human beings have different perceptions, expectations, lifestyles: no matter how efficient you are, bringing everybody together and initiating a movement will take time.



TEAM 2: "Yes, there are solutions to fight group's inertia!"

Argument 1: If people really want to do something together, and pay attention to others, they can make the effort and go over their habits.

> Moving debate on a "Agree - Non agree" axis

The moving debate allows addressing collectively a complex issue in order to reach consent.

The animator draws a demarcation line on the ground and provides a controversial assertion which splits the group in two. Who agrees goes to one side, who disagrees goes to the opposite.

Everybody has to take position: There is no "doubt river".

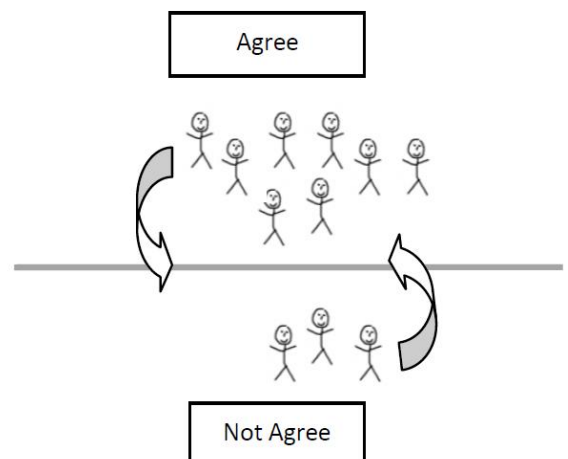
Priority is given to the side where there are fewer participants.

One person gives one argument to explain one's position.

Those who are on the other side of the line who agree with what he/she said cross the line to show that they agree with the argument. Rather, those who are in the same side than the speaker who disagree with what he/she said go to the opposite side to express their disagreement.

Then one person from the side who stayed quiet so far expresses one argument. Participants can change sides if they agree or disagree, as described before.

People can change position as many times they want. The debate continues as long as there is no consent, which means that some people still disagree with the decision that can be taken on the debating issue.



QUESTIONING CONCEPTS, DEBATING ON COMPLEX ISSUES (2)

> Cross-positioning

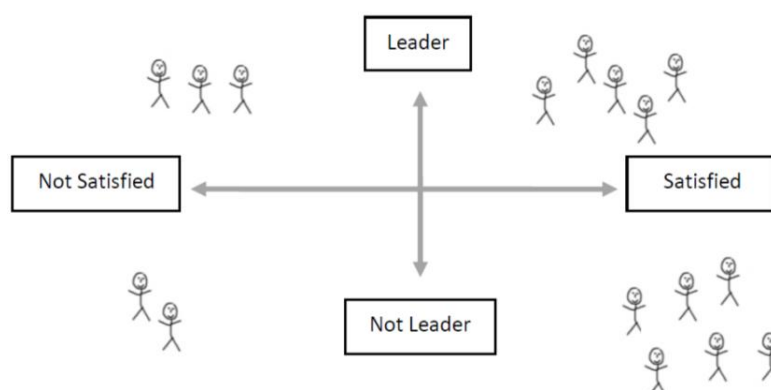
This tool is really helpful to qualify a situation and question participants about the way they feel about it. Participants are taking position according to two axes, which defines 4 “cases”.

For example:

“In the last mobility project you were involved in:

1/ were you a leader (or not)? (Axe n°1)

2/ were you satisfied (or not satisfied) with this situation? (Axe 2).



When everybody has taken position, the animator invites volunteers to explain their position, giving a voice in priority to participants who are almost alone in their area or in extreme positions (standing at both ends of the axis).

> Definition from the center

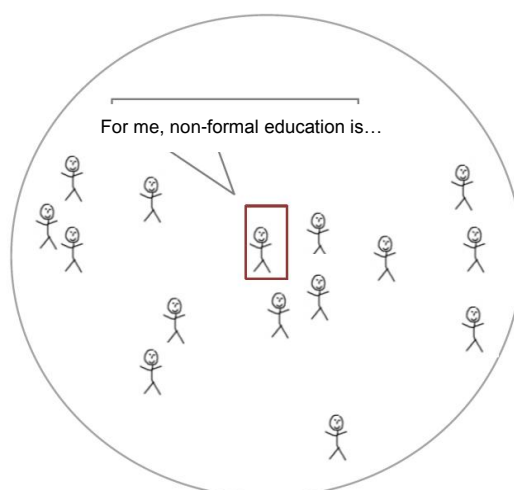
This tool allows the group to create their definition of a concept.

Participants gather in circle. One volunteer suggests a first definition of the concept that the group tries to define (for example: *What is non-formal education?*) and comes to sit on a chair at the center of the circle.

Everyone takes position from him/her, depending on whether he/she agrees or not with the given definition. The closer they stand from the volunteer on the chair, the more they agree with him/her.

The animator asks first the closest person to complete or specify the definition, to improve it. Then, the others are moving again, getting closer or taking distance, depending on whether they agree or not with the new definition.

The process is repeated as long as there are participants who want to add something, to improve the definition. Conversely, if there are still participants standing far away after 2 attempts to better the first definition, the animator will encourage one of them to start with another definition, following then the same process.



ASSESSING THE TRAINING COURSE

Daily debriefings and intermediary assessments

> The “Expression box” and the “8 o’clock evening News”

Participants feed an “expression box”, with whatever they want to, whenever they want to, from the early morning to the late evening. At 8 o’clock, when everybody is sitting around a table to enjoy dinner, one or two volunteers read(s) its contents aloud, adding to the speech any corporal or theatrical expression he/she might like to.

> The evaluation circle

At the end of the working day, all the participants gather in circle to share with others, in one statement, something they have heard, seen or experienced during the day that they particularly liked or disliked. To save time and avoid repetition, if one agrees with the last statement, they may come to take the speaker’s arm and complete what was said.

> The *Emoticones*

Expressive faces, representing various emotions, are drawn on paper sheets (one A4 per emotion). An adjective can be added to the face, to ease its understanding. Each participants gets under the “emoticon” which represents the best the way they feel. The facilitator then invites volunteers to explain their choice to the others.

Finale evaluation

The seminar was analyzed thanks to methods developed by the associations PACTES Locaux, the European PACTES and CBS Network, within the framework of the Gruntvig Learning Partnership “PACTES” (*Plateforme d’Apprentissage et de Coopération vers des Territoires Européens Solidaires / Learning and Cooperation Platform for the Social and Solidarity-based Economy*) from 2012 to 2014.

The evaluation process included 3 steps:

- 1/ a **personal questionnaire**, to which participants answered on the last day of the seminar
- 2/ a **collective evaluation** performed the last day of the encounter
- 3/ a **peer-to-peer evaluation**: the “*Friendly Critical Observation*”.

> Personal questionnaire

The morning of the last day, participants were asked to answer to the following questionnaire, strongly inspired by the methodology developed by the UK organization CBS network in the 2000’s:

o LEARNING

Relevant of subject

Not relevant	1	2	3	4	5	Relevant
--------------	---	---	---	---	---	----------

Amount of learning achieved

Small	1	2	3	4	5	Huge
-------	---	---	---	---	---	------

Usefulness...

Not very useful	1	2	3	4	5	Useful
-----------------	---	---	---	---	---	--------

What impact will the learning have on your work...

Small impact	1	2	3	4	5	Huge impact
--------------	---	---	---	---	---	-------------

o METHODS

Structure of the learning...

Not well structured	1	2	3	4	5	Well structured
---------------------	---	---	---	---	---	-----------------

+

What have you learnt?

What it brought to you?

What matched the most your interest?

Something you didn’t expect:

Overall comments on learning

Methods used...

Not appropriate to need	1	2	3	4	5	Very appropriate to need
-------------------------	---	---	---	---	---	--------------------------

Understandability of the learning

Difficult to understand	1	2	3	4	5	Easy to understand
-------------------------	---	---	---	---	---	--------------------

Enjoyable

Not enjoyable	1	2	3	4	5	Very enjoyable
---------------	---	---	---	---	---	----------------

+ Overall comments on methods

○ **PARTNERSHIP**

Degree of partnership working

Did not work well	1	2	3	4	5	Worked well
-------------------	---	---	---	---	---	-------------

Made new partnership connections

Very few	1	2	3	4	5	Lots
----------	---	---	---	---	---	------

+ Overall comments on partnership

○ **WELCOMING OF PARTICIPANTS**

Not enjoyable	1	2	3	4	5	Very enjoyable
---------------	---	---	---	---	---	----------------

Your overall impression:

Something you enjoyed:

Something we should change:

○ **OPENING SESSION: PARTICIPANTS' AND PARTNERS PRESENTATION, COMMON RULES**

Presentation of participants, partners and hosts - Presentation of the seminar: objectives, spirit, program - Definition of common living rules

Very bad	1	2	3	4	5	Very good
----------	---	---	---	---	---	-----------

Your overall impression:

What it brought to you:

What it brought to the group:

○ **EVENINGS / FREE TIME**

Not enjoyable	1	2	3	4	5	Very enjoyable
---------------	---	---	---	---	---	----------------

Something you enjoyed:

What we can improve:

○ **ACCOMMODATION**

Very bad	1	2	3	4	5	Very good
----------	---	---	---	---	---	-----------

Your personal comment (on accommodation):

○ **FOOD**

Very bad	1	2	3	4	5	Very good
----------	---	---	---	---	---	-----------

What you'd like to say to our cooks / about the food:

○ **TRAVEL ACCESSIBILITY**

Very bad	1	2	3	4	5	Very good
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Your personal comment (please, tell us what we should change in order to make it easier / more comfortable)

- **What does this seminar change for you? Does it open doors? Please, give details**
- **Would you like to go further with us? How?**
- **If there were something we should change...**
- **One moment you will keep in mind**
- **Your "ending word"**

Data were analyzed by 3 skilled youth workers and trainers from the European PACTES. The results were shared within the partner organizations and the participants, for improvement.

Important: Items depend on the evaluation's focus and objectives. Some categories can be added or removed, according to the evaluation needs.

The questionnaire submitted during the seminar "*Learning by Travelling*" didn't include questions on DISSEMINATION ACTIVITIES or on the REPLICABILITY of what participants learnt, as specific workshops were planned to address those issues, but we strongly recommend collecting data on them if there are not such specific activities foreseen.

> Collective finale evaluation

The finale evaluation was also run thanks to the methods developed by CBS Network (UK) and transferred to the European Pactes within the Gruntvig Learning Partnership "PACTES" (2012/2014).

Participants gather in circle and get a few minutes of reflection to highlight 1/ "**What went well**" and 2/ "**What was tricky**" according to them.

After 5-10 minutes, they share one after the other one proposition about "What went well". After 2 rounds, they explore "What was tricky" (2 rounds, for 2 proposals per person). A volunteer is taking notes on a white board.

What went well...	What was tricky...
Item 1 (<i>recurrence</i>) Item 2 (<i>recurrence</i>) ... <i>Example: Organized timetable (9)</i> <i>Action Learning Sets (2)</i> <i>Good communication between participants...</i>	Item 1 (<i>recurrence</i>) Item 2 (<i>recurrence</i>) ... <i>Example:</i> <i>Too much theory on the 5th day</i> <i>Limited access to the internet...</i>

Participants are then encouraged to make suggestions for the future, for improvement.

Suggestions for the future...
Item 1 (<i>recurrence</i>) Item 2 (<i>recurrence</i>)... <i>Example: Suggest more active participatory activities (3) / Spend more time learning about other's projects (2)</i>

> The "Friendly Critical Observation": a shared appreciation, a vector support, tool for progress

The third and last step of the evaluation experienced within the framework of the seminar "*Learning by Travelling*" was a **peer-to-peer evaluation** called "**Friendly Critical Observation**".

This "*method of monitoring and joint capitalization WITH local actors*" was developed in the early 2000's by the association PACTES Locaux.

The "Friendly Critical Observation" sets up the basic principle of parity between the guest and the host, and a friendly and critical way of observing, which is neither evaluation, nor judgment, nor external posture.

A member of a local pact is then a "peer", i.e. a person itself involved in an action, local or wider, whose look, without indulgence, has for only object to make a feedback to "the hosts".

This feedback helps to stand back, to grow up, to improve, even to restart. The peers also come to bring back some experience or ideas in their field of practices, to learn to build up a comparative experience, to use the "grid" tool, to become operational by repeated observations, realized in minima by a team of two.

Extract from "*1+1 = 3*" - Set of Proposals, July 2014 by 

The Friendly Critical Observation that was done on the seminar incorporated some items from the personal questionnaire, in order to widen the participants' assessment. It aimed at drawing from the questionnaire areas for improvement and opening up avenues of work and reflection for future projects.

It included 6 parts, focusing on what went well, and should be kept and extended, and what should be changed or could be improved, for higher quality and a stronger impact.

Used frame: 1/ Reminder of the project basics (topic, objectives, venue, duration, countries involved, number and profile of participants...); 2/ Short introduction to the method and its objectives; 3/ Overall assessment; 4/ Comments on learning and methods; 5/ Comments on the welcoming / the opening session / the venue; 6/ The follow-ups.

INTRODUCTION TO THE “*LEARNING-THROUGH-TRAVELLING METHOD*”

BY FATIHA KEMAT, DOCTOR IN EDUCATIONAL SCIENCES



Travelling is an event in itself, in the sense that it propels us into an other-worldliness which facilitates and intensifies the relation with oneself, with the others and with its environment.

A trip may be rich in personal and collective learning, only this strong experience can teach you sustainably. It may push aside, disturb, in the sense that we take distance from our life, our culture, our everyday life. A trip may also contain strong moments of destabilization, proof that we are then profoundly immersed in and that it is questioning.

It may also go unnoticed, provided that our awareness was not raised with the reflection on ourselves. Indeed, the mechanisms of experiential learning require distancing and personal transformation capacities which are not necessarily obvious.

The method “learning-through-travelling-and-intercultural-meeting” allows taking the required distance to extract, from a real and ongoing situation, the material that pushes personally forward, that questions, that opens

tracks on introspection, on the world and on other people.

It allows the participants to give a meaning to what happens in themselves and around oneself, passing from an initial state to a new state, to be more in tune with who you desire to be and to become.

It allows to become more aware and to open up to the adjoining dimensions of the journey. It proposes to be more responsive and outward-looking. It may be new and fulfilling, but also tough or challenging.

It thus contributes to expand our personal horizons: intellectually, psychologically and symbolically.

The method “learning-through-travelling-and-intercultural-meeting” uses the educational approach of the trip as a key tool for training, aiming at personal development. The practice of the trip creates then opportunities for learning and training where the apprentice becomes the player.

The method is divided into three phases:

1/ Before the trip / The “Departure process”

The individual questions his/her motives. What is his/her quest? Why does he/she want to leave? What is he/she really looking for in this trip he/she is about to live? What are his/her expectations, desires and fears? How to understand them? How to give them a sense (compared to his/her personal story, path, identity, needs, aspirations, “personal myths”)? How to make the most of the experience to come?

Gradually as the individual realizes what the trip may bring him/her, he/she defines and expresses goals to reach during and after the trip. He/she also elaborates reading grids to be in a position to become aware of what will happen.

2/ During the trip / The “Travelling process”

After the “quest”, it is time for testing. The individual is in a situation that specifically breaks up with what he/she was used to and who he/she was, without necessarily ensuring what will happen. He/she needs to adjust, to innovate, to surprise him/herself sometimes, to expand his/her frames of reference. Taking action feeds the reflection, that feed the action, that feeds the reflection, that guides the action, then validates it.

The intercultural meeting and an opening on other realities provide for acquiring a different look of his/her own experience, of his/her initial environment. This is a process that can enrich, complicating his/her own way of seeing things, oneself, the world and the others.

The individual is being immersed in an experiment that allows him/her to see and to live him/herself differently. While still retaining his/her capacity to analyze what is happening inside and around him/her, thanks to the preparatory work carried out upstream. He/she thus becomes his/her own subject of observation and experiment.

3/ After the trip / The “Come-back process”

It will be up to the individual to look back on the lived experiment after a while, in order to access the progress made and to reflect later on the meaning that resulted. He/she integrates the experience, objectifies his/her thought, metabolizes it, takes credit of the learning, in order to build the follow-up: new personal and/or professional projects, new outlooks.

DEFINE NON-FORMAL, FORMAL AND INFORMAL EDUCATION an educational tool for trainers and social workers by Dora DEAK

Associazione FORME (Palermo, Italia) 

> Preparation

1. Create a table (see below) on a flipchart where participants will insert the words
2. Cut the words (one paper/expression) and group them according to topics

> Activity

The participants re-group the words/expressions and identify whether they are more relevant to formal, informal or non-formal education.

1. Divide the participants in small groups
2. Pick one pack of the words (e.g. words belonging to environment), and distribute them between the groups
3. Group by group, ask participants to put the word under Formal, Informal or Non-formal education
4. Repeat till the words/topics are finished

> Debriefing:

Highlighting the common aspects and differences between the educational methodologies; ask examples from participants' life to informal/non-formal education; sharing the definitions of FE, IFE, NFE

PS. Some of the words/expressions can get under more than one educational methodology
(This allows us to demonstrate that the educational methodologies best go together).

Time: 20-30 minutes

ENVIRONMENT

Bar
School
University
VET centre
Home
Outdoor
Playground
Daily life scenes
Work place
Training room
Sport centre
Youth centre/social centre

ACTIVITIES

Lesson
Seminar
Traineeship
Volunteering
Training course
Free conversation
Conference
Research
Exchange of experience
Planned/organised activities
Spontaneous, not planned activities
Activities planned at national level
Cultural activities
Practice
Objective-based activities

TIME

Structured
Free time
Flexible
Scheduled
Lifelong learning
Limited time/timeframe
Learners' based schedule

ACTORS

Teachers
Students
Participants
Learners
Young people
Adults
Professors
Children
Facilitators
Trainer
Coach
Family
Friends
Local community
Colleagues

EVALUATION of the learning outcomes

Accredited certificate
Certificate of participation
University credits
Recognition of learning outcomes
Self-evaluation
Istitutional (centralized) evaluation
Reflection
Europass CV+Skills Passport
Youthpass
Monitoring and analysis of the learning process
Exam
Peer evaluation

APPROACH

Not intentional learning
Intentional learning
Hierarchic relationship between
educator and learner
Horizontal approach between educator
and learner
Learning by doing
Autodidactic learning

	Formal education	Informal education	Non-formal education
Environment			
Time			
Actors			
Activities			
Evaluation			
Approach			

A QUOTE TO CONCLUDE...

Die slowly

He(she) who becomes the slave of habit, who follows the same routes every day, who never changes pace, who does not risk and change the color of his clothes, who does not speak and does not experience, dies slowly.

He (she) who does not travel, who does not read, who does not listen to music, who does not find grace in himself, dies slowly.

He (she) who slowly destroys his own self-esteem, who does not allow himself to be helped, who spends days on end complaining about his own bad luck, about the rain that never stops, dies slowly.

He (she) who shuns passion, who prefers black on white, rather than a bundle of emotions, the kind that make your eyes glimmer, that turn a yawn into a smile, that make the heart pound in the face of mistakes and feelings, dies slowly.

He (she) or she who does not turn things topsy-turvy, who is unhappy at work, who does not risk certainty for uncertainty, to thus follow a dream, those who do not forego sound advice at least once in their lives, die slowly.

Live now! Take the risk today! Take action! Don't let you die slowly! Do not renounce to happiness!

Pablo NERUDA