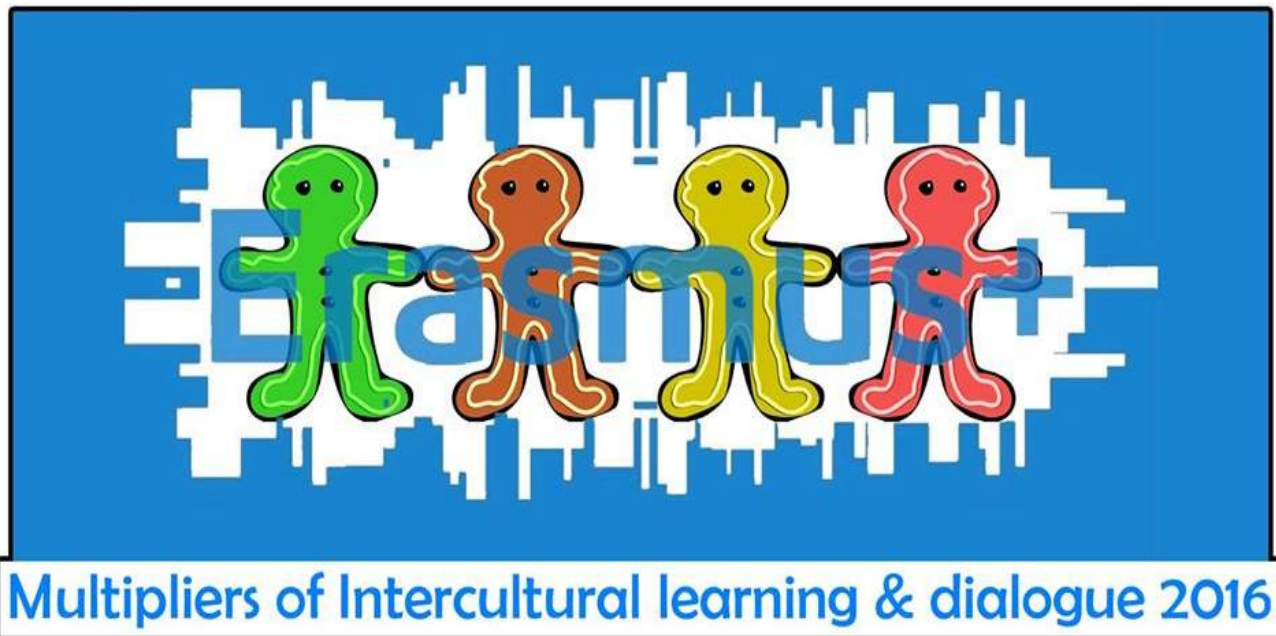




Erasmus+



**27<sup>th</sup> August – 4<sup>th</sup> September 2016**

**Tábor – Czech Republic**

# SCHEDULE OF THE TRAINING

Overview of the programme												
Time / day	D 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	D 9			
09:00 – 09:15	Arrivals and free time in training location	Breakfast										
09.30 -11.30		Introduction to training	Opening discussion on understanding the concept of Culture	Understanding the concept of inclusion / exclusion	Study visit to local organizations active in ICL / ICD - discovering local reality in regards to cultural diversity	Understanding different types of learning	Implementation of worked out tools – part I (in 2 parallel groups)	The power of non-formal learning – personal and group reflection				
		Getting-to-know each other – personal and professional background		Sharing of national and local realities on who are the marginalized groups of young people		Standardized or good quality non-formal learning process – characteristics and how to make it work	Reflection and feedback	Brief outline of Erasmus+ programme and resources				
11:30 – 12:00		Coffee break										
12:00 – 13:30		Expectations, motivation, approach, methodology, programme	Identity and its complexity	Understanding Exclusion Mechanisms: Stereotypes, Prejudices, Discrimination	Study visit to local organizations active in ICL / ICD - discovering local reality in regards to cultural diversity	How to design a non-formal learning tool	Implementation of worked out tools – part II (in 2 parallel groups)	Me as youth worker in my NGO – setting aims for future activities				
		Ice-breaking activities and trust building					Reflection and feedback					
13:30 – 15:00		Lunch										
15:00 – 16:30		Team & trust-building activities	Sharing of national and local realities on challenges related to dealing with cultural diversity	Intercultural Learning (ICL) and Dialogue (ICD) - main theories and concepts, Inclusion and Diversity	Free time in Tabor	Practical part: Laboratory of tools – developing NFL activities to promote ICL/ICD	Implementation of worked out tools – part III (in 2 parallel groups)	Developing ideas on follow-up steps (personal, community and international level) and Networking				
							Reflection and feedback					
16.30 – 17.00	Welcome activities and dinner	Coffee break										
17:00 – 18:30		Team & trust-building activities	Creativity in practice time – preparation for Intercultural Dialogue Evening	Intercultural competence of youth worker	Reflection after study visits	Practical part: Laboratory of tools – developing NFL activities to promote ICL/ICD	Implementation of worked out tools – part IV (in 2 parallel groups)	Summing up the learning outcomes of the training and Youthpass				
		Introduction to Youthpass and Identifying Learning objectives		Role of youth worker in promoting ICD			Reflection and feedback	Evaluation and Closing				
18.30 – 19.00		Reflection - Family groups										
19:00 – 19:45		Dinner										
After 20:00		Integration Evening	ICD Evening	Free evening	Czech Evening	Work in progress ...	Barbecue evening	See You Again Ceremony				

Farewell and departure of participants

# ARRIVAL – the long way to Tábor

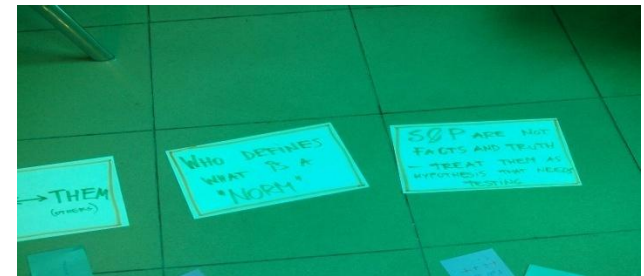
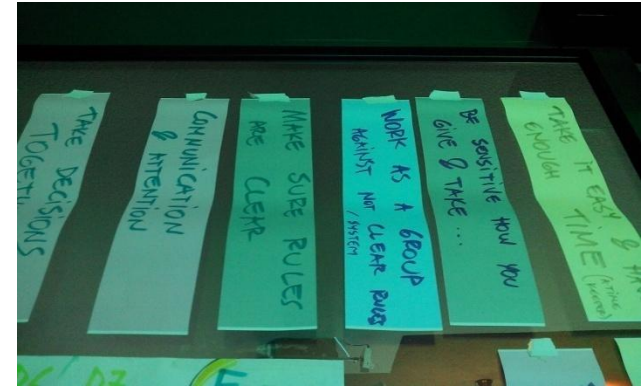
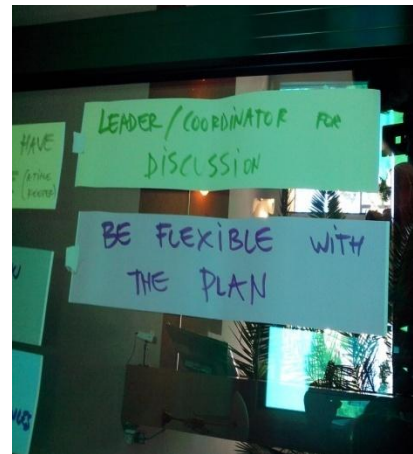
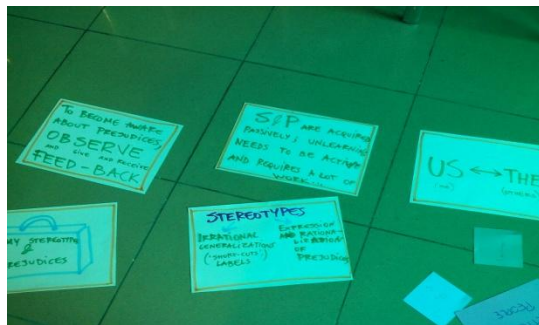
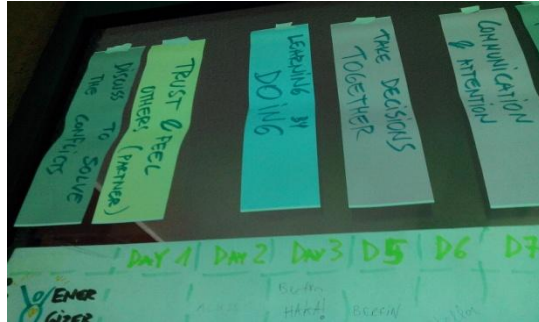




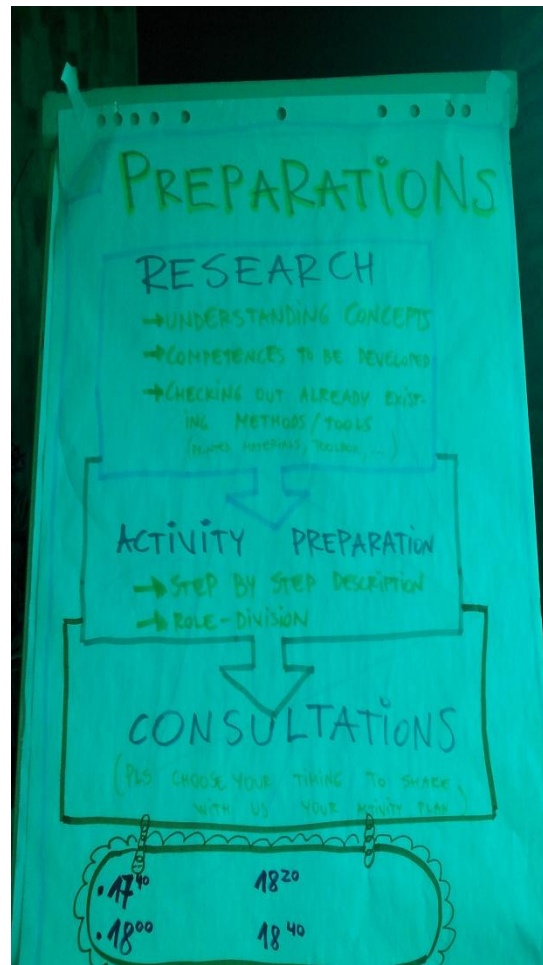
...and the challenging one to other places



# TRAINING







# ACTIVE LEARNING





# MAKING FRIENDS





# ACTIVITY DESCRIPTION



## PAINTED FACES & CRAZY CLOTHES

### Topic: **Exclusion**

Learning outcomes: awareness and understanding of discrimination and exclusion, behavior in a certain challenging situation, tolerant attitude towards discriminated groups.

Time: 80 min.

### Description:

9 participants are led in the topic by one of the facilitators wearing crazy clothes and having the face painted. They are asked to think of 5 adjectives that will express their feelings towards the people presented in a short silent movie ([m.youtube.com/watch?v=u06rygHPtBM](https://m.youtube.com/watch?v=u06rygHPtBM) ).

After that they are separated in 3 teams (Painted Faces, Crazy Clothes and Observers) and are challenged to experience themselves the local people's attitude towards these 2 groups (Painted Faces and Crazy Clothes) in 2 different shops. They are given role cards containing the timing of their activity, instructions about their roles and warnings regarding possible risks. They have 10 minutes to prepare their activity and 30 minutes to accomplish their mission. The Observers will note down the attitudes of the people (staff, customers) and the behavior of their peers.

Back to the training location they share their personal experience and feelings (Painted Faces, Crazy Clothes) and the objective points of view of the 2 Observers.

The facilitator reminds the participants in the activity the list of negative adjectives and invites them to share their new feelings about Painted Faces and Crazy Clothes groups and how/if this new experience has changed their initial attitude.

**Role card structure**

Timing	Instructions	Warnings
10 min	Paint your face as creatively as possible/Get dressed with some of your craziest clothes	
5 min	Walk to the nearby supermarket	
10 min	Choose one of the department stores and interact with 3 local people. Your behavior should be normal. Focus your attention on your feelings and people's reactions. Don't stay together!	If the employees or the security of the store have a negative reaction, interrupt your activity.
10 min	Go to the next-by sportswear shop and interact with other 3 local people.	
5 min	Come back to the training location	

**Facilitators:** Georgeta (RO), Serpil (TR) and Georgy (RO)