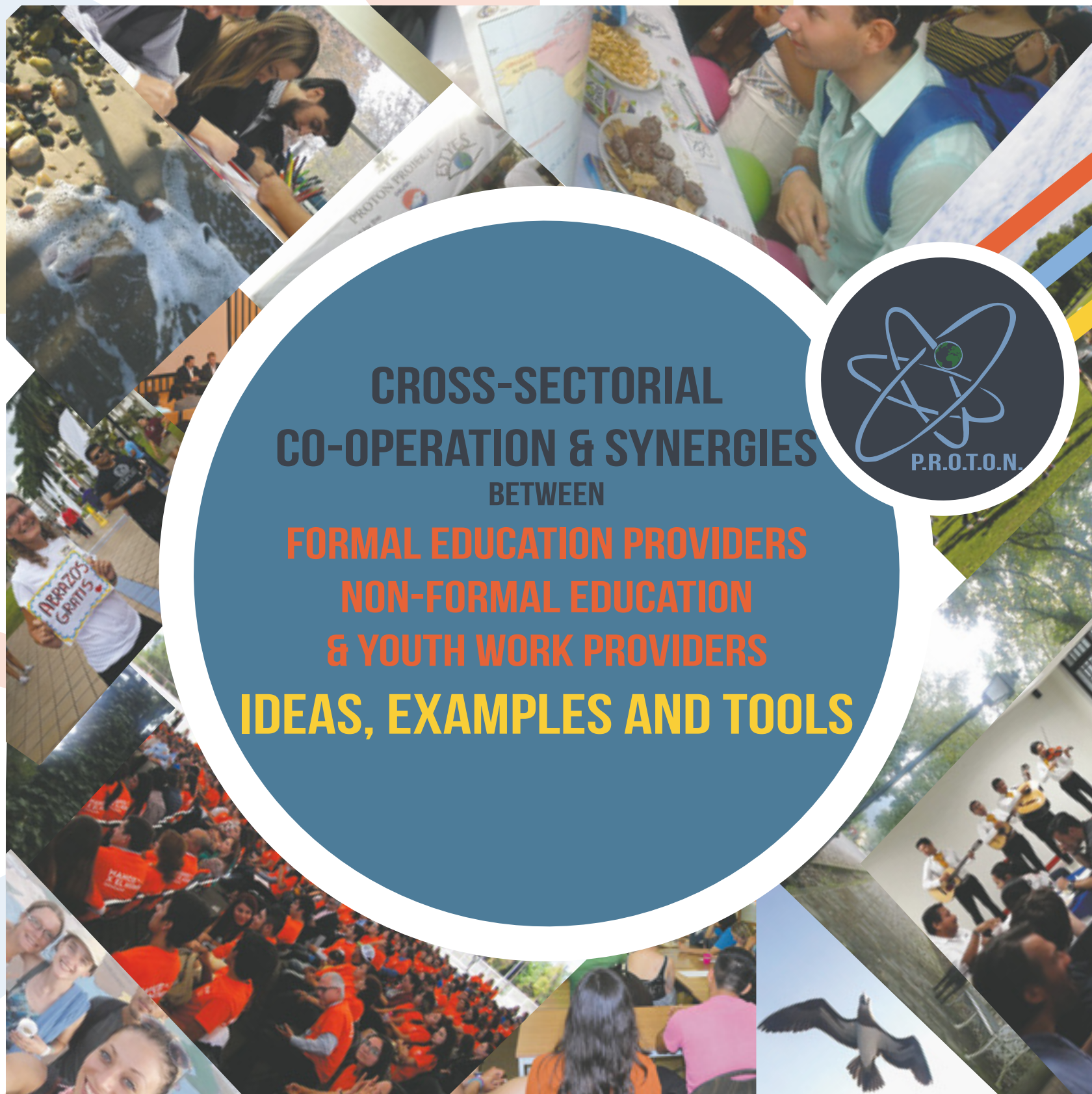**CROSS-SECTORIAL CO-OPERATION & SYNERGIES**
BETWEEN
**FORMAL EDUCATION PROVIDERS
NON-FORMAL EDUCATION
& YOUTH WORK PROVIDERS
IDEAS, EXAMPLES AND TOOLS**

P.R.O.T.O.N.

‘What we learn in formal settings (schools, colleges, training sites) is only one part of needed skills; learning through civil society as well as leisure time activities or in social environments, i.e. in non-formal settings (associations, clubs, youth activities, political and family life etc) is the other complementary side.’

Peter Lauritzen, Hans-Joachim Schild

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Tallinn, 2018

European Commission

FORE**WORD**

Dear reader,

When I look back to my life I see that all that I have achieved is generally thanks to various events happened to me, meetings with some people, contacts I made, things I experienced, adventures I dared to take, travels I made, etc. – much more than because of my school and university education actually.

Having graduated cum laude my school with special focus on mathematics and physics and then university of electric technologies in the field of automatic control systems I found myself happily working for over 25 years in NGO providing opportunities for non-formal and informal education in the field international youth and culture exchange and international voluntary service to young people. What a change!

Indeed, my path gives an example of the importance of non-formal and informal education in future career of young person, even more - in determining the whole life. Furthermore, working in this field over 25 years I 've collected tons of examples of great achievements of people for whom the turning point in the lives was participation in a voluntary camp or youth exchange, joining non-formal educational training or youth meeting with their peers from abroad, travel to the new destination with a discovery purpose. Not trying to say that this is the only right way I nevertheless dare to state that it worked for hundreds (probably, thousands) of young people in one way or another. And if such opportunity is missing, sadly one of possible future paths is missing. So it simply has to be given to get a chance! This is my belief which keeps me involved with the work I have been doing for more than two decades.

Four years ago having a privilege to be the participant of job shadowing project in Mexico with our partner organization Vive Mexico I got a great chance to meet people working in Mexican universities and many students. I was positively surprised by openness of young people, their curiosity, sincerity and their strong wish to discover the world to discover their own abilities, talents, limits and finding their own path in the life. Even more I was impressed by the level of understanding of the universities' staff that such opportunity has to be provided and counted as integral part of studies. Harmonic combination of formal, non-formal and informal education creates a fusion called "integral education" which should be the basis of the contemporary education helping youth people to discover themselves and find their paths in life. I saw high interest, strong wish – even hunger – for such experience, unfortunately, blocked by absence of knowledge, lack of methods and missing the real opportunities. Obviously, universities were looking for cooperation with NGOs who would like to share their knowledge, methodic and giving means (projects) providing such experience for students.

With this background, having clear demand and partners who could nicely complement each other we have created a project called PROTON - Positive Relationships Open Tangible Opportunities for New Developments. Its idea is to pass knowledge of European NGOs working in the field on non-formal and informal education with international youth and culture exchange and international voluntary service to universities of Mexico and Columbia as well as to NGOs of Mexico, Costa Rica, Nicaragua and Honduras at the same time learning from their experience, especially about way they cooperate with formal educational institutions in their countries (which is not always easy in Europe). At the end of the project partners should find a way to a synergy between formal, non-formal and informal education getting a magic recipe of the Integral Education.

One of the project products is the Handbook which you read now. It gives an overview of project activities and achievements, shares testimonies of participants and, most important, presents non-formal educational methods that proved to be successful and gives other useful instruments for formation of young people in different contexts of formal as well as informal educational settings.

Hope you will find it useful for yourself and will use its materials in your daily practice. Have a good reading!

Aleksandr Kurushev, President of NGO ESTYES
PROTON project coordinator
Estonia

HANDBOOK **STRUCTURE**

CHAPTER 1. INTRODUCTION

PROTON in brief

PROTON is the project worked off by 16 organizations and institutions – practitioners of youth work and education from Europe and Central America, coordinated by ESTYES – youth organization from Estonia, working since 1991 (www.estyes.ee) in non-formal education area.

This project was created because of a genuine desire in Europe to continue the development of non-formal education (NFE) structures and approach as the good practice to social integration of disadvantaged youth and tackling with issue of youth unemployment.

All project partners have experience in this area and each of them collected methodological approaches and tools for working in this area as well as good practices.

All partners are participants of voluntary workcamps exchanging networks, like Alliance of European Youth Organizations (www.alliance-network.eu) and their interest to take part in the project was grown from this practice. During a needs assessment exercise with returnee participants and voluntary and NFE activities partners identified a whole set of competencies that their experience brought about. In particular: Global awareness; Adaptability; Interpersonal skills; Delegation capacity; Stress management; Self-confidence; Problem solving; Self-learning capacity; Strategic thinking and, not less important, capacity to de-dramatise with humour when the situation is too pressuring. Those competencies are very interlinked with set announced by World Economic Forum as necessary for successful employment. So, during this project partners wanted to explore how NFL can influence development of competencies of young people in Central America region, taking into consideration local culture, mentality and level of socio-economic development.

At the same time that was very interesting to explore the experience of NFE practicing in Central America and to share this experience with European countries.

The sum of the experiences was used to inform a new strategy and, helped by the experience in other regions of the world, helped to reach following aims:

1) feed a strategic paper with directions on how to deal with recognition of non formal learning at the national and international level

2) prompt a dialogue with major stakeholders on the potential of development and cooperation actions. This benefits in primis the EACEA which has to come up with new ideas for international cooperation and can rely on the first hand experience but also other EU agencies that receive empirically based evidence on how certain programs and dynamics work.

In addition, this project aimed:

- Construct a platform for a dialogue between sectors (youth, business, government, including dialogue with youth structure supported by national or regional authorities) fostering a dialogue that is already ongoing but needs more evidence based policies and action to be fostered.

- Create knowledge in Europe about how to build capacity for the management and innovation potential of organisations in Central America

- Contribute to the creation, development and dissemination of new tools and methods for youth workers and fostering competencies of those involved in the youth sector, thus creating a generation of young Europeans and European youth workers with a better understanding of a region and or a field of intervention (the one in this project)

- Contribute to a further internationalization of the partners and training of their staff and volunteers by identifying new modes of cooperation and seek a dialogue with the authorities on recognition and exploitation of this potential.

Project implementation was based on 2 main phases: sharing and giving.

Phase 1 included:

- Collecting experiences and expertise from partners and stakeholders. This was done through the sharing events (conferences, seminars)

- Introducing new methods, approaches and tools to participants either individually (thanks to the youth mobility and activities like Job Shadowings and participation in voluntary workcamps) or collectively (through the training for youth)

Phase 2 aimed at providing further elements of training while asking participants, and their organisations, to capitalise on their learning experience and use it:

- at the local level, to host a number of local initiatives
- at the regional and national level, by actively seeking a dialogue with other sectors on the role of NFL in the new job market and civic engagement
- at the international level, to contribute to the handbook and resources produced and disseminate it through national and international

Activities implemented in PROTON were:

- Job Shadowings – international internships in youth organizations and institutions, for 16 participants from 14 countries
- Training for 24 trainers both from non-formal and formal education sectors
- Training for 20 youth leaders working with young people at all levels
- Large-Scale event in Mexico, where more than 150 young people got to know about NFE
- Local activities - 16 events organized by project partners on the local level to promote NFE among young people
- Kick-off meeting, mid-term meeting and evaluation meeting for all project partners

The main impact of the project to participants can be measured in growing of following competences:

- Increase personal and professional capacities of participants
- Enhance their competencies and cultural sensitivity
- Improve their understanding of other cultures and world regions
- Gain a better understanding of the capacity of youth sector to interact with market and government forces
- Become more aware of the potential of NFL beyond the youth sector
- Better capacity to deal with themes relative to social inclusion and youth unemployment

This increased capacity also reflected on the sending organisation that, by taking advantage of a more confident and skilled volunteer/staff, became to be able to:

- Improve the number and level of their human resources available, either volunteers or staff competencies being enhanced by participation in a large scale international project
- Become more attractive to more potential volunteers thanks to the new opportunities provided and satisfaction of their staff/volunteers
- Develop a greater capacity to deal with a wide range of issues, with particular attention to the world region addressed by PROTON
- Benefit from a wider availability of tools to deal with programme-related issues

The main methodological outcomes of PROTON project presented in this handbook.

More information about PROTON project available at **http://estyes.ee/en/**

HOW TO USE THIS HANDBOOK

This handbook is structured in order to provide the reader both with theoretical background of non-formal education and practical cases, which can be translated at any level of youth work.

There are following ways recommended for readers to use materials of this handbook:

• To get to know more about NFE and it's connection with formal learning in order to improve the knowledge about educational systems in general

• To find out new methods which can be used in education, on professional or personal level

• To share the handbook with colleagues/friends in order to improve the level of their competencies

• To prepare for organizing debates/discussions/seminars on NFE at any levels, starting from meetings of youth up to university programs discussions

• To proof actuality of NFE in educational system in negotiations with stakeholders (e.g. discussions on educational strategies with the government and educational institutions)

• To be inspired and apply an own project to Erasmus plus program or any other funds supported educational initiatives

• To stay in touch with partners of PROTON and develop common initiatives with them

• To give a feedback and share you own experience with organizers of PROTON in order to enrich the outcomes of the project

• To translate this handbook at your language to make it readable for youngsters and youth workers who doesn't speak English

For those who are going to share any information from this handbook with others, editorial team will highly appreciate your willingness to name the source of information (this handbook and it's authors).

For those who would like to translate any practices presented in the handbook this is recommended to contact first with organizers of the event, in order to receive more proper information/advices on implementation of such activities.

CHAPTER 2. SYNERGY OF FORMAL AND NON-FORMAL EDUCATION

Mapping education

Education is one of the most important factors in modern societies to promote development, mitigate or end poverty, and generate prosperity. Education has both the individual as a subject, as well as a social impact, and must be seen in a transversal way where the individual being is integrated as a bio-psycho-social entity. As the world is getting increasingly globalized, interconnected and interdependent, we see education more than ever as a decisive factor in processes of specialization, understanding, comprehension, local and international integration, with a multicultural vision, an inclusive power and an appreciation of diversity.

Education cannot be seen from a single point of view only, it has different phases and processes in which it can occur. With this manual, we seek to unravel and at the same time justify why it is essential to demystify which types of education are allegedly more or less important or valuable, we want to give useful and pragmatic perspectives and contributions that demonstrate why all kinds of education are positive at any stage of the individual's life.

The thinkers

The concept of education has been of interest to many thinkers, philosophers, pedagogues and researchers who have sought to integrate, define and redefine its meaning, as well as to develop theories and methodologies that facilitate the implementation of it, through the acquisition of knowledge and the adoption of behaviours, habits, techniques and skills to improve the quality of life. All and each of the education theorists have done so starting from their own vision, perspective and needs, influenced by their contexts and realities, defined by their disciplines, responsibilities, work and activities. I will in the following make reference to some of the most representative currents that have influences our educational systems throughout the history of mankind.

For Pythagoras, education is to temper the soul for the difficulties of life. For Plato, education is the process that allows to become aware of the existence of another reality, a fuller reality, a reality to which one is called, from which one proceeds and towards which one directs. And he says that education is misalignment, science is liberation, and philosophy is illumination. Aristotle conceives of education as materialistic and declares that only through the relationship with other people can the individual become a man, if this relationship is qualified, the individual can become a "good" man. For Piaget, education must forge individuals, capable of intellectual and moral autonomy, who respect that same autonomy in the others, precisely by virtue of the rule of reciprocity. Coppermann defines education as an activity that is produced according to the requirements of society. Education is inspiring and serves as a role model, with the purpose of forming individuals according to the ideal of man himself. And, finally, Kant believes that education is an art with the central aspiration to search for human perfection.

If we include in this list each and every one of the views of the thinkers and pedagogues that have defined ideas and proposals on education, the document would become very extensive and this is not the objective we seek with this manual. It is however necessary to have at least a general and representative view of the different approaches and concepts of education that have been developed over the years, and of the different currents and cultures in which they were applied. In terms of education we address, we repeatedly see the implication of the individual in relation to its environment and its reality, in a process of personal transformation for the good of itself and societ

Educational frameworks

First, it is necessary to define the terms of education, formal education, non-formal education, informal education and integral education. Keeping in mind the importance of implementing processes to bring formal and non-formal education closer together, in order to achieve the maximum possible within the frame of education as a whole,it is helpful to define more in detail some concepts of types of education, such as:

Formal Education (also known as regulated education) implies to involve the human being from early stages into planned academic processes divided by well-defined age ranges, with established methodologies, and seeking to achieve specific objectives defined by the established formal academic educational processes for each of these stages, following a schedule of events with clear rules and defined authorities in spaces exclusively dedicated to this. Formal education is usually mandatory, is based on the compliance with a programme, is provided by proven and approved pedagogic structures/institutions, and employs specific assessment methods, including a curriculum that seeks to adapt the teaching to the needs of each individual in a determined area

Formal education involves advantages and disadvantages, among the advantages we can note that there is certainty, there is a schedule for the different studies, it is planned by chapter, subjects and topics, evaluations are carried out and deadlines for delivery are determined. Among the disadvantages we find that it is not possible to recover lost times, it is complicated to have feedback on all the subjects, the assessments cannot be postponed, a lot of discipline is required to be able to successfully carry out all the scheduled activities, a lot of time is required to carry out the planning of activities, and it is necessary to have a supervision of the results of the conveyed contents. The analysis of this type of education leads us to question whether this would be the only type of education that the individual requires to achieve what the thinkers contribute in the light of their thoughts in relation to their environment and processes of transformation necessary for their personal self-realization. Which leads us to define the other types of education.

Non-Formal Education are all educational activities that are carried out independently of the regulated academic formal education, and although it does have planned and structured processes, it does not conform to a traditional system of grades. Its objectives are to develop, strengthen or expand learning, knowledge, capacities, competences, abilities and skills, its duration is variable and may or may not provide a document that gives accreditation of the knowledge acquired. Non-formal education integrates further purposes and objectives beyond the educational ones, it is complementary to formal education, it is organized differently and employs diverse methods of instruction. The participation in this type of education is usually voluntary, which means it is not mandatory like formal education in most of the countries, and it is targeting any type of people regardless of their age, interest, religion, condition, origin, etc., which means you can even integrate people of diverse profile in a non-formal learning space.

NFE tends to draw heavily on both Constructivism and Socio-cultural approaches.Constructivists view learners as active participants in the construction of their own knowledge. Knowledge is not a static entity that can be passed from one person to the others. Learners learn through their personal interactions. The teacher's role is to design the appropriate learning environment and material that foster the construction of individual's learning.Socio-cultural approach (founded by Vygotsky) values the social dimension of learning and the influence on learning of wider social, cultural and historical contexts. Learning is the result of interactions between people, tools, language, signs and symbols in a particular setting or context. Learning occurs both individually and collectively (whether that's in a small group, class, team,

organisation or online community) so that the collective knowledge is greater than and different from the sum of the knowledge of individuals.

Nonformal Education is sometimes used in the context of other terms. Among these is nonformal learning, which is usually defined as learning that takes place in a nonformal education setting. Kriauciunas (2009) explains that Nonformal Education is used to refer to the context (who is offering it?), while Nonformal Learning refers to the process (what is happening?). However Alan Rogers (2005) states that the term NFE was used when the debate began in the late 1960s but when the discussion came back in the 1990s mostly the term nonformal learning or lifelong learning is used.

Other terms that appeared also in the 60s to refer more or less to alternatives to Formal Education were: indigenous education, out-of-school education, shadow school system, educational alternatives, recurrent education, extension education, community education, popular education (particularly Latin America).

The benefits that non-formal education provides are: it promotes self-awareness, self-esteem, maturity, resilience, it encourages people to leave their comfort zone and to explore new experiences, it enhances skills, personal and social relationships, it includes fun and leisure, it enables the development of skills such as creativity, solidarity, expression, participation, democracy and respect, it opens the mind, develops a critical attitude to social realities, media, political realities, it allows for conditions for the improvement of employability, employment, self-employment, entrepreneurship and business or companies, it promotes cooperation, teamwork, respect, inclusion and tolerance, and it appreciates diversity as a value where everyone can learn from everyone.

Informal Education , also called "education by accident", is not taking place in any systematized process, it is constant and ongoing throughout life, it can be obtained in the family, in the circle of friends, and in the environments where we develop and live. This type of education somehow become to be more and more popular in recent years, e.g. people learn following social media and networks.

Following table can help to underline the differences between those 3 types of education:

Format	Definition	Example
Formal education	The hierarchically structured, chronologically graded system, from primary school through the university and including, in addition to general academic studies, a variety of specialized programs and institutions for full-time technical and professional training	A typical public high school classroom
Non-formal education	Any organised educational activity outside the established formal system - whether operating separately or as an important feature of some broader activity - that is intended to serve identifiable learning clienteles and learning objectives	A course offering soft skills for youth or an empowerment program for women
Informal education	The lifelong process where people acquire attitudes, values, skills and knowledge from daily experience and the educative influences and resources in the environment	Infants and young children learn to speak. They learn by listening and imitating. Their trial and error efforts are augmented by parents, siblings, and friends who encourage correct sounds and spontaneously correct errors.

Settings of non-formal education

Non-formal education should be more recognized in the educational systems, but this process is not always easy and fast. A lot of practitioners think that just making a training or seminar means to provide people with non-formal learning. Often the outcomes of such an approach are close to zero, what leves the value of non-formal education. Thus it's important to take into consideration main settings, which turns activities into non-formal learning format.

Principles of NFE

Given the great variety in NFE context, form , participants, fiels, educators need to adjust their design based on these elements. A literacy course for out of school children would be different from a vocational training for youth and different from crops enhancement workshops for farmers. However there are some guiding principles that would help educators to design a successful NFE experience.
- Democratic and nondirective styles (Etllng, 1993)
- Focus on participants needs
- Curriculum changed based on participants feedback
- Questioning especially open-ended ones

Models of NFE

Two of the main models adopted heavily in NFE programs are the experiential learning Model(Carlson & Maxa, 1998, based on David Colb model) and Knowles Adult Learning principles.
Experiential learning focuses on the learning process for the individual. One example of experiential learning is going to the zoo and learning through observation and interaction with the zoo environment, as opposed to reading about animals from a book. Thus, one makes discoveries and experiments with knowledge firsthand, instead of hearing or reading about others' experiences. Likewise, in business school, internship, and job-shadowing, opportunities in a student's field of interest can provide valuable experiential learning which contributes significantly to the student's overall understanding of the real-time environment.

David Kolb published his learning styles model in 1984 from which he developed his learning style inventory.
Kolb's experiential learning theory works on two levels: a four-stage cycle of learning and four separate learning styles. Much of Kolb's theory is concerned with the learner's internal cognitive processes.
Kolb states that learning involves the acquisition of abstract concepts that can be applied flexibly in a range of situations. In Kolb's theory, the impetus for the development of new concepts is provided by new experiences.
Kolb's experiential learning style theory is typically represented by a four-stage learning cycle in which the learner 'touches all the bases':
1. Concrete Experience - (a new experience or situation is encountered, or a reinterpretation of existing experience).
2. Reflective Observation of the new experience. (of particular importance are any inconsistencies between experience and understanding).
3. Abstract Conceptualization (reflection gives rise to a new idea, or a modification of an existing abstract concept).
4. Active Experimentation (the learner applies them to the world around them to see what results).
Effective learning is seen when a person progresses through a cycle of four stages: of (1) having a concrete experience followed by (2) observation of and reflection on that experience which leads to (3) the formation of abstract concepts (analysis) and generalizations (conclusions) which are then (4) used to test hypothesis in future situations, resulting in new experiences.
Adult learning principles are:
1. Adults are internally motivated and self-directed
2. Adults bring life experiences and knowledge to learning experiences
3. Adults are goal oriented
4. Adults are relevancy oriented
5. Adults are practical
6. Adult learners like to be respected

Quality standards of NFE

Quality in non-formal education and training is about minimum standards and definitions related to the essence or type of activities. It refers to what should be in certain activities and also relates to how they are prepared, delivered and evaluated. Quality in non-formal education should be seen as a permanent endeavour to those responsible for its practice . The Council of Europe worked off the quality standards reflecting modern vision of non-formal education and it's value.
Quality standards in education and training activities of the Council of Europe's Youth Department (hereafter YD) should serve as an assurance to all partners involved and concerned (organisers, promoters, trainers, participants, sending organisations), that the stated aims and objectives of a given activity are adequately defined and will be pursued so as to be made fully achievable. Quality concerns the whole spectrum of context, partners, people, methods and stages of the activity or project. It is defined implicitly or explicitly, but a minimum common understanding of what it entails is needed. These quality standards should be understood as this minimum. The standards are:

1. A relevant needs assessment
2. Concrete, achievable and assessable objectives
3. The definition of competences addressed and learning outcomes for the participants
4. The relevance to the program and priorities of the stakeholder
5. An adequate and timely preparation process
6. A competent team of trainers and facilitators
7. An integrated approach to intercultural learning, participation and human rights education
8. Adequate recruitment and selection of participants
9. A consistent practice of non-formal education principles and approaches
10. Adequate, accessible and timely documentation
11. A thorough and open process of evaluation
12. Optimal working conditions and environment
13. Adequate institutional support and an integrated follow-up
14. Relevant visibility and communication
15. Concern for innovation and research.

A bit of history: crossing paths of non-formal and formal education

The NFE activities preceded the term coining in Europe in the late 1960s; the term just gave a label for already existing activities. If you think about how people used to learn before the formal school system appeared, you will be thinking about a form of NFE whether it's literacy program in a village, wise elderly men transferring their knowledge to younger generations or a farmer teaching his aides how to plant crops. The term NFE is mostly associated with the Development field and used in the Development Discourse more extensively than the academic Educational Discourse especially by international developmental organizations such as UNESCO, Council of Europe and local nongovernmental organizations (NGOs). When the term first appeared it mainly focused on educational efforts in the developing countries, though most of the discussions took place in North America and to a lesser extent in Western Europe. These discussions continued throughout the 70s and 80s then disappeared around 1986 to reappear again in the 90s. This time with a better understanding of what it could achieve and what it can't, though with no agreement on the definition.

Thomas J. La Belle in the article "The Changing Nature of Non-formal Education in Latin America", placed in the journal "Comparative education" (volume 36, 2000), mentioned that non-formal education is knows in Central America since 1920th. At early stages these included community-based programmes, literacy, fundamental education, community development, technical vocational training, extension education, consciousness raising, popular education, and community schooling. With the economic downturn in the 1980s, non-formal education became less viable as part of socio-economic development strategies owing partly to the social progress made in the region, a shift to schooling as a priority and the pulling back of governments from social service funding. Nevertheless, the 1980s saw the informal economy and social movements as emerging avenues for non-formal education programming and non-governmental agencies became the dominant vehicle for educational delivery. During the 1990s, technical education was going through privatisation and adult basic education was being criticized and overhauled. Citizenship education, a potential avenue for non-formal education investment in the newly democratized region is identified as an area overlooked by policy makers. Similarly, the growing needs of the indigenous populations of the region and urban youth unemployment are singled out as potential areas for non-formal education programming.

Nowadays, bodreds between formal and non-formal education become to be less and less existing, and tent to benefit from each other. Tomi Kiilakoski in his article "Youth work and non-formal learning in Europe's education landscape and the call for a shift in education" gives references to 2 researches proving possibilities of cooperation. Researcher Lasse Siurala has distinguished three perspectives on how the formal and the non-formal can be related. Firstly, non-formal learning can be seen as independent from formal learning. This would mean that there is no need for cooperation since the two learning environments are independent of each other. Secondly, non-formal learning can be seen as an alternative to formal learning, perhaps concentrating more on the social skills, focusing on learner-centred activities which the formal system has difficulty in dealing with. Thirdly, non-formal learning can be said to be complementary to formal learning, producing different

outcomes and using learned-centred and practice-based methods. While the complementary perspective certainly enriches the scope of learning and makes visible different learning environments (media, the street, hobbies, etc.) the young are engaging in, commodification of youth work or the formalisation of the non-formal learning might endanger its voluntary nature, as has been suggested (Siurala, 2012).

Cooperation between formal and non-formal learning institutions affects both parties. When education offers learning situations where the learners are able to activate their preconceptions, experiences and knowledge, the learning processes are a link between people's background experiences and the demands set by the curricula. From the viewpoint of formal education, this means informalisation. Pedagogical methods are changing. New ideas such as work-based learning, place-based education or the use of social media all contribute to reorganising pedagogical practices inside formal institutions. Emphasis on the recognition of prior learning and portfolios also means that the content of formal learning takes into account both informal and non-formal learning. From the viewpoint of non-formal learning this means, however, formalisation. Recognising prior learning may require non-formal institutions to give diplomas, explicate learning situations and prepare learners for skill demonstrations. Together the simultaneous processes of formalisation and informalisation mean that the landscape of education becomes more blurred, convergent and connected. Finnish researchers Heikkinen, Jokinen and Tynjälä (2013) conclude that 'as a joint consequence of these interconnected and parallel processes, formal, informal and non-formal types of learning are verging on each other'.

Future of education - Integral education approach

In PROTON project we speak about Integral Education –synthesis of all 3 types of education, which should be presented in educational model, as the basement for success of young people in modern world.

Integral Education (sometimes also called "holistic" education)encompasses the complementarity of all other type of educations, or the very substance of what education seeks: the perfection of being. When speaking of integral or holistic, we assume the "whole", understood not as the sum of all types of education, but as an integration and interrelation of them, starting from the unity that represents a person or being.

Integral education system do not focus on division between approaches and methods in different types of education anymore, but uses the best practices and approaches of all 3 in the uniting system. For instance, statements like "gamification is the method of non-formal education", or "self-assessment is the approach of non-formal education" are not relevant anymore, as formal education also successfully use those approaches in the last 10 years. For instance,Loving High School in Loving, New Mexico, publishes career and technical education opportunities for students. These include the internship in the formal of non-formal education, for students who are interested in science, STEM majors, or architecture. The school is making good connections with local businesses, which helps students get used to working in such environment.
Informal educators also use nowadays progressive methods from formal education, like co-assessment (when other learners help to assess achievements of the learner), interactive theoretical outputs etc. Also informal learning can definitely happen in formal and non-formal learning processes.

In the future development of integral education following challenges can be faced, so educators should think how to deal with those challenges implementing their work in the format of integral education.
The current world assumes constant new challenges, in a globalized, interconnected and interdependent world, with the challenges posed by climate change in both mitigation and adaptation to new environmental conditions and the need for clean energy sources that we will have to face, with the world economies that are redefined between open or nationalistic, given the need for new paradigms in the knowledge era to move from the accumulation of information to the implementation of this knowledge, because although we all have access to information, not everyone has access to the implementation of that information for productive purposes; or to know how to discern the information published by the media and social networks, added to these challenges with the constant tendency in the incorporation of artificial intelligence technologies, that is, robot in the production lines, perhaps the competitive world we know now made a competition .

not man for man but we are facing the threshold of competition between man and machines, if this were the trend What should be the education that is required to advantageously differentiate the man from the machine? Employers are increasingly looking for creative, innovative, self-aware, intuitive people who know how to integrate into multicultural groups, and many other characteristics that make the distinction between man and machine valuable.

These are challenges calling practitioners of integral education to find answers and step on the new level of development of educational systems, in order to prepare young people to new environment.

Evidence of success: best practices of integral education all over the world

UK: integral education from non-formal education actors perspective

Abdul Quadir,describes the practice ofPraxis Europe (PE) - a community training organisation, that passionate about improving lives of disadvantaged people especially young people (YP), BME women and unemployed adults living in Birmingham.

"We promote and actively engage local clients through the use of sports, fitness, health living, culture and creativity that then leads to education and skills development and employment. Our motto is "Ideas into Action".

Our vision is to support, train and teach marginalized and disadvantaged groups to find their voice, to be healthy, to learn and develop new skills that will help them to become positive contributors to society. We seek to expand peoples horizons through a positive active action led dialogue that leads to their re-engagement with mainstream options (education, training and employment).

Praxis Europe, uses a number learning and training methodologies aimed at supporting different types of learners to acquire the knowledge, skills and experiences to sustain and advance within the work and education environment as well as develop more fulfilling lives We do this by:

•	engaging and listening to the learner, this is an important part of the process, because we need to engage individuals who may have experienced negative of overbearing support with positive interventions that motivates and encourages participation. All our activities start with group work, team building, mutual support that is far removed forma formal classroom environment. We want our learners to have fun and appreciate the love of learning.

•	These methods are backed up with analysis and face to face support that addresses issues like homelessness, mental health issues, bullying, addiction etc

•	By engaging learners in an open and transparent way we can drill down to their needs and begin addressing the problems they face. For instance we worked with a group of female ex-offenders, who were reluctant to lower their defence, instead we set up a simple jewellery making class where they just made things as they started enjoying the training session they then started sharing their stories and our journey of support for these young people began.

•	Our whole process of working is to find a hook that engages the learner, that builds confidence and breaks the task of learning into component parts. This is linked with our open, transparent and supportive.

•	We engage young people through youth programmes, based around dance, mucic and topics that hook the learner

•	Our VET projects are practically focused around active work placements with skills being recognised that contribute to the qualifications our learners are undertaking, we actively use ECVET and Europass recognition. These projects showcase to our learners that you can gain practical skills. By learning in a practical active work placement they gain the skills to understand the classrooms theretecial elements after gaining confidence in the work place. This reduces learner drop out

•	Our adult learners are again supported by addressing the barriers to learn and through the use of arts and crafts to build confidence and prepare them with more formalised and structured learning. That links practice to learning."

Canada: integral education from formal education actors perspective

Dale Kirby, Vernon Curran and Ann Hollett from Memorial University of Newfoundland in their research "Non-Formal Adult Learning Programs at Canadian Post-Secondary Institutions: Trends, Issues, and Practices" present best practices of integration all 3 types of education implemented by universities.

Institutions used a number of program models and best practices to improve access to and participation in their non-formal programs. The respondents and key informants indicated that these programs tended to be successful when they were developed to meet a recognized need of a specific and targeted audience of adults (e.g., unemployed individuals, older workers). This was often achieved by working closely with partners in the community to develop customized programs that suited the requirements of partners, such as governments, businesses, and not-for-profit organizations. The need for "community outreach," "collaborative" models for partnerships, and "targeted" programs for community stakeholders were recurring themes in the survey and interview responses. Another group of best practices that were frequently mentioned were those under the theme of flexibility. Institutions reported utilizing multiple modes of program delivery, such as blended-learning formats that included both face-to-face and online instruction, in order to make programs more easily accessible to adult learners. A number of institutions noted the success Non-Formal Adult Learning Programs 77 Canadian Journal of University Continuing Education Vol. 35, No. 2, fall 2009 of delivery formats that followed modular and shorter, compressed-delivery models. Programs were sometimes offered with varying durations to provide learners with a choice of course lengths and schedules, and some institutions offered programs at multiple sites, including off campus in communities and in workplaces, to increase learners' accessibility. Collaborative partnerships between several institutions and/or organizations were also noted to be effective in improving program access and participation. These joint activities included the shared promotion, development, and delivery of programs.

Overall, the survey results indicated that post-secondary institutions' investments in non-formal adult learner programming had trended upward over the past decade. The primary sources of funding for these programs were tuition fees, provincial operating grants, and contracts with the private sector. Colleges were more reliant on provincial operating grants and privatesector contracts, whereas universities were somewhat more reliant on tuition fees. Taken as a whole, post-secondary institutions were most reliant on tuition-fee revenues. This heavy reliance, in comparison with other funding sources, was consistent with the suggestion from the survey respondents, interview respondents, and others (e.g., McLean, 2008; Selman, 2005) that continuing education units in many post-secondary institutions were operated in accordance with a revenue generation, or cost-recovery, entrepreneurial model.

Denmark: integral education from informal education actors perspective

The Red Runners is a municipal project that connect, strengthen and show the city's life in a network between the social and cultural junctions. They present the project of implementation of integrative educational project at community level.

The project focuses on the bottom-up city management, a ´close democracy´ (in Danish ´nærdemokrati´) that facilitates political processes but are driven by local inhabitants, in contrast to big organizations and wealthy individuals who has an interest in specific policies.

The Red Runnersare based on the ideology that the city renewal process should be build up on a co-operation and co-creation of city parties – entrepreneurs, shop-owners, landowners, inhabitants, city users and the municipality and hence comes the function ´runners´ in the name. Activities such as The City Forum activates city parties, users and experts to create social, physical and business connections between different sectors, create more synergy during projects and thus make a bigger impact locally. Projects and events are experimental, combining co-creation, bottom-up governance systems with concrete physical urban regeneration projects in different levels of planning and abstraction. The Red Runners focus on local involvement and commitment which are the driving factors of the city renewal process and set up a whole new perspective on planning and architecture.

The Red Runners work on involvement of the all city partners. A special focus is on youth, who in co-operation with educational institutions has gotten an active part in the development of the city.

The main thought behind was a wish from Vordingborg Municipality to give ownership of the city to its youth and prioritize their involvement. The cooperation with the educational institutions has been initiated by setting up a meeting with teachers, school leaders and school decision-makers (incl. the director of the school and youth department) where they could express their interest in the project ideas.

There were 4 types of projects that dealt with the urban space in a different way and has been incorporated in the daily teaching program at educational centers. Projects for the 10th grade students have been ´hands-on´-oriented whether ZBC students has been working with more strategical planning adequately to the study program and abilities of students.

Youth has been participating in the workshops made by city architect & planners as well as taking on inspirational trips connected to their main task (trip to Næstved city and graffiti workshops), as well as participating in the meetings with local inhabitants and local council.
Common introduction day for students in the ´City Office´ in mid-September 2016 had an aim to introduce them to the basics in the city planning and urban architecture. Students participated subsequently in the ´Inhabitants meetings´ (in Danish Borgermøder) were the development of the spaces has been discussed with local parties.
Projects had to be widely anchored in the community and the political systems for them to succeed. Recommendation will be to set up human resources from the municipality and the school departments/ youth workers (both internal and external) to coordinate the project, communicate and promote it, create and keep the cooperation. A success can be measured by the high level of the ownership of inhabitants – making them feel connected and proud is going to keep them in the city and/ or come back.

So, integral education is the system which become to be crucial from the point of view of all stakeholders of modern education and community in general. PROTON project also benefits to development of integral education through practices explained in the following chapter.

CHAPTER 3. COOPERATIONAL PRACTICES

PROTON was a project showing capacities of social and professional development of young people through non-formal education activities organized by educational institutions and organizations of civil society.
What we found is that international activities of non-formal education are more oriented to development of professional skills of youngsters, and national ones are more suitable for development of their social skills.
In this chapter cases of educational activities presented, in order to provide readers with practical examples of activities which increase competences of young people, as well as links to resources which can help to organize similar activities at any territory.

Practices, projects and initiatives of PROTON's partners to take into consideration

International activities

Training

Definition:
Training is teaching, or developing in oneself or others, any skills and knowledge that relate to specific useful competencies. Training has specific goals of improving one's capability, capacity, productivity and performance. In non-formal education training young people play the role of learners and those who teach as well, exchanging their experiences and knowledge.
Purposes:
In PROTON 2 trainings were implemented in order to prepare youth trainers and youth workers – practitioners who realize educational and social activities for youth in formal and non-formal education sectors. The aim was to discuss common approaches and complimentary sides of each other, to get to know effective methodology of non-formal learning and to discuss how to apply those methods into daily work and educational activities for young people.
Process:
There were 25 participants of the training for youth workers and 20 participants of the training for trainers, from all partner organizations. Training for youth workers was organized in Germany, and training for trainers – in Mexico.

Each training took 6 days and was implemented in methods of non-formal education, by the teams of 4 trainers. The logic frame was: going from clarifying what is education/youth work and it's approaches → to discussing synergies of formal and non-formal learning → to exploration in deep the topic (non-formal education or youth work) → to practicing methods of NFE/youth work → to proving success of explored approaches through study visit to the organization practicing cooperation between formal and non-formal sectors → to decision making how to continue exploration of the topic inside the network of partners participating in the training.
Every day the reflection was organized at the evenings, in order to consolidate outcomes of the day. Last day was conducted to future planning, where participants discussed how to use competences developed in their work.
Advises how to make a good training:
•   Making the training, invite professional trainers/educators. The best results can be achieved inviting trainers both from formal and non-formal education sector, familiar with the target group needs

- Choose a narrow topic and plan the concrete results to reach inside the topic
- Ensure maximal diversity in the group of participants in order to provide maximum of opinions and experiences
- Provide enough space and methods for reflection of participants – individually and in groups, this is crucial element of the training
- Invite partners interested in the topic and apply together to **Erasmus plus, KA1, Youth mobility program https://ec.europa.eu/programmes/erasmus-plus/opportunities/learning-mobility-individuals_en**

Job shadowing

Definition:
Job Shadowing is a popular on-the-job learning, career development, and leadership development program. It involves working with another employee who might have a different job in hand, might have something to teach, or can help the person shadowing him or her to learn new aspects related to the job, organization, certain behaviors or competencies. Organizations have been using this as an effective tool for learning.

Purposes:
In PROTON the aim of job shadowing was to immerse practitioners from one sector to realities of another (formal educators and students to non-formal education and vise versa). It gave the possibility to see the processes inside and to take concrete methods and approaches in order to improve work of each other.

Process:
There were 16 Job Shadowings implemented inside PROTON project, what means each partner organization had a chance to send one activist/staff member to make a job shadowing.

Each job shadowing was related to the concrete subject, and participants explored the topic they are interested it. Later on they shared their experiences with colleagues and decided together what from seeing practices can be used in daily work.

For instance, Italian volunteer Mario Mormile of the NGO Acción Juvenil por la Paz YAP made between 18 and 30 October 2016 an observation of the P & C (Peace and Competitiveness) program of the Autonomous University of Manizales, Colombia. This Development and Peace program linked to the Red Prodepaz is responsible for the administration of the practical social subject Peace and Competitiveness, which has a goal of comprehensive education of students and is mandatory for all, performed between the 9th and the 10th semester of studies. The practice is carried out in small municipalities of less than 50,000 inhabitants, in which the practitioners of the different academic programs of the University support local institutions in the achievement of their own development projects, articulating with the local work teams. The university young people are qualified human capital highly valued by the institutions given the shortage of professionals that these municipalities usually have. During his stay Mario was able to get to know the city of Manizales and the coffee region, the Autonomous University of Manizales. He also got to know in depth the work developed by the students of the University within the framework of this compulsory social practice and observe the performance of the teachers responsible for this university training practice.

Advices how to make a good job shadowing:
- Find a topic/subject of the interest, and organize a Job Shadowing where it will be visible how different stakeholders involved into this topic, what the organization do in order to attract stakeholders and realize services
- Job Shadowing is also about giving, not only receiving, this is good to recommend something (methods, approaches, resources etc.) to the organization hosting Job Shadowing
- Learning dairy is a crucial thing for Job Shadowing, where all learning outcomes can be reflected. The format of learning dairy is decided both by the hosting organization and the job shadower, but it would be useful to include some tasks/exercises (like in a language student book), for consolidation of the knowledge.
- Apply for a Job Shadowing to Erasmus plus program, **KA1, Mobility of individuals https://ec.europa.eu/programmes/erasmus-plus/opportunities/networking-and-training_en** While applying think about double Job Shadowing: to host and to send a participant, so both partners will benefit equal

Study visits

Definition:
Study visit is an activity where participants explore concrete topic through visiting organizations/institutions involved into this topic. In Erasmus plus study visits are organized for international groups of participants.

Purposes:
The main purpose of the study visit is to give a possibility for participants "to touch" how exact topic is managed by different organizations and to draw a common picture about what can be done. Another purpose is establishment of partnership relations, as usually participants interested in concrete techniques/methods/approaches/practices would like to translate the experience to their reality and offer cooperation for the hosting organizations

Process:
In PROTON each educational activity included Study Visit elements (e.g. during training for trainers participants have visited DOLFIN association which work on implementation of non-formal approaches in formal education system for students).

The evaluation meeting, hosted by EstYes, included the biggest part as Study Visit – 3 days, and participants had a chance to get to know practices of synergy between formal and non-formal education implemented by different organizations in different cities of Estonia. Participants have visited and explored:
- educational institutions (the case how the architecture of the building of the university stimulate non-formal learning processes)
- governmental structures (the program of development of competences of young people on the governmental level was presented)
- youth centers (here participants explored long-term programs for development of social competences of youngsters)
- youth NGOs (exact methods and tools using for non-formal education were presented here)

At the end of each visit reflection part was organized in order to conclude what was explored and how participants can use presented experience in their work.

The main outcome of this activity was the decision to continue cooperation of partners in the frames of PROTON-2 project, in order to go deeper and to create a long-term course for non-formal learning of formal institution students at international level.

Advices how to make a good Study Visit:
- Provide participants with the possibility to visit different places and different stakeholders involved into the theme of the visit
- Meet hosting organization in advance and discuss what will be presented. It can be very useful to suggest the similar format of presentation for all hosting sides, so participants can easily structure the information received
- It makes an additional value to invite beneficiaries of the hosting organization/institution to give their point of view and share impressions from services/activities received
- Apply for a Study Visit in order to organize a Study Visit to other countries **https://ec.europa.eu/programmes/erasmus-plus/opportunities/overview_en**
- It is easy to organize a study visit during other activities – just contact the organization and ask to share their experiences

Definition:
International practice is a format of internship implemented on voluntary basis, where professional interest of participants (receiving necessary skills and knowledge) are crossing with social value for the community hosting this practice. International practice also gives a chance to improve linguistic skills and to open possibilities for youth professional mobility

Purposes:
In PROTON the aim of international practice was to validate capacities of non-formal learning for development of social and professional competences of students.

Process:
There were 2 types of activities suggested to participants of PROTON project: voluntary camps (2-3 weeks) for those having short period of available time or interested in practicing in different countries and spheres of work, and mid-term volunteering for those interested in deepen work at one place and topic (3-6 months).

In total, over 100 students – participants of PROTON project received a possibility to follow practice through voluntary camps and mid-term volunteering

Example of the voluntary camp organized by INEX-SDA in Czech Republic: the camp took place in a small town of Horni Marsov in the Giant Mountains. The local partner is the Centre for environmental education and ethics SEVER. SEVER is focused on practical nature protection and environmental education. They promote responsible behaviour towards nature and among people themselves. They cooperate with schools and organize programs for students and teachers. A renovated former baroque rectory in Horni Marsov hosts the eco-centre called DOTEK (TOUCH - Tradition, Outdoors and Culture House) which is mostly built using natural materials and where most of the educational programs are taking place. The goal of the workcamp was to help with the operation of DOTEK, with building of a natural garden around and with the organization of a local festival.

Example of middle-term voluntary project in Mexico: the project was offered for those interested in nature and environment, have group management skills, know group dynamics, speak English and have knowledge of Spanish. Mid-term volunteering candidates applied to be a leader of the projects for recovery of sea turtles in Guayabitos! The aim of these projects is to protect sea turtles along with a team of biologists working in Guayabitos, Nayarit. Volunteers, biologists and some locals created a team to perform various activities with sea turtles and ensure their survival for future generations. At the beginning of the project the preparatory training was organized by the hosting organization – Vive Mexico. **The project length was 3 months and the volunteer implemented following activities:**

o	To coordinate the proper reception of volunteers attending the project.
o	To organize activities with the local coordinators.
o	To coordinate free time activities for the group.
o	To submit reports of activities and results with the coordinator from Vive Mexico.
o	To full fill formats and evaluation of participants.
o	To gather evidence of the activities and results of the projects.
o	To encourage volunteers to participate in activities and at the end of the project complete the evaluation.
o	To find adult turtles and collect their eggs.
o	To move the eggs to a protected place called Vivero.
o	To release newborn baby turtles into the sea.
o	To patrol the beaches at night.
o	To make some reconstruction in the most important turtle camps from the region.

Time Banking
Definition:
Time banking is a community development tool and works by facilitating the exchange of skills and experience within a community. It aims to build the 'core economy' of family and community by valuing and rewarding the work done in it. The world's first time bank was started in Japan by Teruko Mizushima in 1973with the idea that participants could earn time credits which they could spend any time during their lives. Every hour spent to help other gives one hour credit to ask help from others.

Purpose:
Participation in PROTON gave an opportunity to develop necessary skills for an activist of Time Bank in Costa Rica to be able to attract more participants and to organize learning process inside Time Banking.
The purpose of Time Banking is to provide community members with possibility to receive decent social services and to grow competencies necessary for professional and social adaptation.

Process:
One of the participants of the Training of Trainers in PROTON - Darrel Cedeño from Costa Rica, applied his competences developed during the training, in "Banco de Tiempo". The potential of possible usage is:
-	To organize community meetings and seminars for involvement of more participants into Time Banking showing up the values of participation in the project
-	To make trainings for Time Banking participants, to identify which competences and how, necessary for successful professional and social integration, can be developed in the project
-	To teach members of the Time Bank, to prepare people to share their knowledge and skills with others, in order to stimulate not only services exchanges, but expertise exchanges as well
Advices how to take part in Time Banking:
•	Explore Time Banking at http://www.timebanking.org/ or https://timebanks.org to find out more about the project and it's specific in different countries
•	Join international community of time bankers to explore alternative volunteering and get more benefits from helping others. Think what you can offer, this is much more than obvious things. For example, talks with others is a required service, providing travelers with hosting support, searching information in internet etc.
•	Apply for the conference of Time Bankers in the UK of the USA to get more inspiration, to study the technique and being a part of this community

Adaptation of further students
Definition:
In this connotation "adaptation" is the process of integral development of the 4 dimensions of being: emotional, spiritual, mental and physical, through the execution of activities that allow the creation of new friendships among students applying the methodological approach and the techniques of Non Formal Education

Purpose:
The aim of adaptation activities is to "grow" competences necessary for successful integration of students into university life. Social competences are also helping to be more successful in the process of education, as they lead to developed cricital thinking, analisys skills, presentation skills etc.

Process:
Mauricio Chica, psychologist of the Vice-rectory of Human Development and Welfare of the Autonomous University of Manizales, joined Large Scale Event, organized in the frames of PROTON in Mexico, and, inspired by this event, worked off the method which help to attract further students with adaptation processes. The methodology implemented was the realization of a television show, accompanied by a musical group, in which there was a presenter and a character named Philip. The role of the presenter and the character is to energize and lead students to experience the four dimensions of being and show wellness services in an experiential way and promote the approach to new friendships through the interaction of established bases as follows :
-the presenter makes a first approach with the group in order to break the shyness and be more active, then enter a character named Philip and perform with the students different paths through the stages of life

- the show ends with a tour of 4 bases that represent the dimensions of being, for this the group is divided and the technique of the circuit is used, in addition there are 2 informative bases in which are free-thinking graduate students and student representatives.
529 students in total have followed the show and gave a feedback showing their satisfaction an interest to continue exploration of 4 dimensions of being.

Advices how to implement successful adaptational activities:
- Join big youth events, where the target youth take part, and monitor which methods, tools and approaches attract young people nowadays
- Decide which exact element of adaptivity the project will develop (it can not just "adaptation", because in this sense none will understand what are the competences developed and what is the exact impact of the project)
- Invite international student or student who faced obstacles in adaptation in his/her own experience, to work in the project, alive example of the person who overcame similar obstacles is very inspirational for other

Large-scale event

Definition:
Large-Scale Event is the activity organized for big group of representatives of the target group, in order to promote outcomes of achieved impacts and to inspire wide auditorium to join the project and share project's results.
Purpose:
Large Scale event inside PROTON project familiarized participants with outcomes of PROTON and invited young people and those who work with young people to use non-formal education in their life and work.
Process:
The Large Scale Youth Event was organized in Mexico for students, youth workers and educators. More than 200 participants joined the activity. The Event took 5 days, 3 of them organizers (representatives of each partner organization) prepared for public events, and 2 days activities were done for wide auditorium: workshops on methods and tools of NFE, presentation of the project outcomes and impact, fair of the project initiatives.
Alsoa conference for local students about the international mobility programs and value of global learning and developing international skills and competences was organized. Another side of the event – visit of participants to the local voluntary project.
How to organize good Large Scale Youth Event:
- Support already existing youth event with your initiative – integrate it into a program. This is good step for beginning of informational campaign about your project
- Ensure diversity of those who implement activities for guests of the event – invite foreign participants, representatives of rare community groups
- This is useful to find Ambassadors for inviting guests – public bodies, famous people, who will provide your initiative with the support and attract a lot of guests to come
- While organining big activities, like youth summits, universiades, art festivals etc., apply for Large Scale EVS events at **https://eacea.ec.europa.eu/erasmus-plus/actions/key-action-1-study-and-volunteering-in-another-country/large-scale-european-voluntary-service-events_en** and prepare the volunteers teams to support your action

Testimonies from participants

In order to share with readers the vision of practices from the point of view of participants, testimonies of those who took part in different stages of PROTON are given. It provides a space to own conclusions of the readers how effective the practices are.

What are the learning points for you?
The willingness to collaborate among the participants and cultural diversity of participants
Carlos Alberto Guizar Gómez, Morelia Institute of Technology, Mexico

What was new and definitely one of the biggest learning points for me personally, was the experience of seeing how easily within a few days, it was possible to form a coherent group of participants coming from very different sectors and organizations. Something that I surely did not expect happening in this form prior to participating in project PROTON. Social skills, which undoubtedly where also a factor in PROTON, are often communicated on a sub conscious level but are in my opinion just as valuable as active knowledge. These soft skills are of use anywhere and to any point in life meaning they can be universally used, not only in future work but also in daily interaction with family, friends and colleagues. These social assets in combination with cross-sectoral co-operation is shaping up more and more to be the future of how we interact and work in this increasingly globalized world.
Olmo Köhler, VJF, Germany

The project taught us different approaches in education, gave us clarity about the aspects that formal and non-formal education contemplates, the solution and orientation of teamwork, the importance of communication and international intersectoral cooperation.
Sandra Liliana Corrales Toro, UNIVERSIDAD AUTONOMA DE MANIZALES, Colombia

As the world is global, people with diverse competences are needed, and although formal education will always be the key point in education, we, as non-formal organisations are necessary for developing the skills, the life experience and to raise the awareness necessary for an integral education. This training course has given me non-formal methods and techniques that are going to help me as a trainer, has made me realise that universities are interested in collaborating with us, and has showed me ways of approaching this collaboration. As an organisation, we have collaborated before with formal education, but the idea is to increase the number and raise the interest of teachers and students in our work, helped by the new tools acquired.
Fara Lledo San Mauro, Amicitia, Spain

I consider participating in an experience of volunteering one of the best way to increase your own abilities, especially soft skills and the interesting part is that the learning process is going in a very natural way. Dialogue, negotiating the conflicts, capacity to adapt in an intercultural context, communication, are all features that the new companies need for stay in the globalized world. This is also demonstrated in the recent interest of the companies about volunteering experiences inside the curriculum vitae. Also Linkedin the most famous portal to find job give a lot of space about non-formal activities and volunteering in general. Anyway to achieve a full recognition of non-formal education the road is still long, I believe that one of the most important challenge for the future is to improve the awareness and integration of non-formal education and the experience of volunteering in the whole academic world.
Mario Mormile, YAP, Italy

How has it influenced your or your organisation's work with young people?
I have a greater awareness on how young people see the life today, and I perform the dinamic in my classes better
Carlos Alberto Guizar Gómez, Morelia Institute of Technology, Mexico

I am coordinator in my organisation. I have to be in charge of volunteers (the majority of the time Youngers). This training has influenced me in a way that I can be more confident of myself. Now I can teach other co-workers how to manage an orientation meeting or a seminar, doing role plays, energizers, activities.
Darrel Cedeño, ACI Costa Rica

One of my future objective is to run for a PhD project at the University of Bologna to investigate the non-formal education in the University. Participating in volunteer activities has given to me the possibility to develop several capacities: surely the ability to adapt in different contexts and situations, gaining a lot of mental opening, understanding that there isn't only a single way of doing things because there are often many ways to solve problems and you always have to adapt the methodology to the characteristics of each person. I improved flexibility in learning and communication skills, my ability to handle languages and technical terms, a great increase and strengthening for my creativity about the techniques to use in my working life.
Mario Mormile, YAP, Italy

With ICYE Honduras I pretend to involve more young people with some activities and volunteering where we can help to others. I would like to implement more organizations like universities where the students can involve with ICYE activities or other organizations where they can have an experience to be a volunteer. It can be in the same country or make a short programme in another country. The Students will put in practise all their skills and they will learn new ones.

Mirtha Alejandra Montalvan, ICYE Honduras

This project has developed my abilities when it comes to working as a trainer and a leader, but I've also developed my skills in communication and groupwork. It has widened my view on non-formal as well as formal learning and learning environments, and given me new ideas of how they could co-operate. The course gave me a lot of new methods and ideas concerning our organisation's work with youngsters, which I'm inspired to put into action.

Ida Kemi, Allianci,Finland

What do you think about cooperation of formal and non-formal education?

I will say that linking PROTON with the cross-sector cooperation, is required participation with the co-production of goals and sharing of resources between stakeholders (in this case Universities, ONG´s, freelances, youngers), which could, for example, provide mechanisms for collaborative decision-making through citizen hearing (intercultural and mobility decisions). Clearly stated responsibilities, goals, communication, learning and adaptation for cross-sector cooperation improve success.

Darrel Cedeño, ACI Costa Rica

Intersectoral cooperation is an opportunity that allows young people to learn through experience, and in turn develop skills such as teamwork, learn to transmit and contribute to a community with the knowledge it has. It is a bi-directional learning because it allows participants to learn from other cultures, but in turn teaches their culture.

Sandra Liliana Corrales Toro, UNIVERSIDAD AUTONOMA DE MANIZALES, Colombia

This kind of projects demonstrate the capacity of non-formal education by a work based in exercises, interactive games, forum theatres and other cooperative programs, permitting group interaction between people from different parts of the world who have their own culture and their lifestyle. The best example is our personal experience because we started being strangers and after a few days we worked as a teamIn my point of view, these activities which promote the cooperation should be settled down in the principal sector of our society, such as universities and companies.

Marta Garcia Ruiz, De Amicitia, Spain

PROTON has a big mission to bring together two continents and formal and non-formal education. I think the training gave a lot of tools to actually propose activities to universities and train young people to share means of non-formal education in a good way. We did a lot of evaluation and analysing our actions in all tasks we made, which is important in widening the understanding of the idea behind them and human

Niina Turunen, Allianci, Finland

I believe that education that integrates both formal and non-formal ways, fosters development of much more diverse set of skills and knowledge, and better prepares young people for their personal and professional paths. Thus, I think it's very important to have projects as PROTON that raise awareness of the importance of such cross-sectorial cooperation, as well as create time and space for discovering real possibilities and best practices to make it happen.
Hiie Tamman, EstYES, Estonia

CHAPTER 4. DEEPER INTO THE TOPIC: ARTICLES OF PARTNERS ON NON-FORMAL LEARNING

The power of non-formal education and youth work
(by Sharon PeñaMuñoz, Mexico)

Diversity and creativity
Non Formal Education consists playful aspects that allow us to use a wide possibility of creative pedagogical tools to develop efficient and fun methodologies in the implementation of education, which is seen in a more dynamic and participative way, which opens us an impressive range and diversity of activities. NFE shows how can education be dynamic with games, icebreakers, energizers, role play, theater, dilemmas, workshops, exhibitions, fairs, workcamps. And some methods coming from the participants themselves, incorporating their previous knowledge, contexts and creative possibilities. All this can create new options for enriching and developing new methodologies, with a lot of creativity and imagination. This allows us to explore endless options and if we add to this the human component and cultural diversity, the results in each of the Non Formal Education meetings will always result in new surprises and pleasant learning, as a dynamic simple that it is, it will always be innovative and will be charged from the context of the participants and their specific realities, allowing the appropriation of knowledge and at the same time sharing their own.
The appropriation of knowledge then becomes something fun and at the same time practical, and it becomes clear that we all learn from everyone and everything, even at the very moment in which a dynamic is being carried out and shared. Receiving new knowledge and learning, the learner may not be able to perceive at first, the size and depth of what is being learned. But more dynamic can lead to deep internal reflections that eventually make us realize the acquired knowledge, to others brings us closer to understanding other realities by becoming empathic and allowing us to open our minds to new ideas and possibilities.

Experiencing personal "a-ha" moments

If we start from the fact that we are all ignorant of something, Non Formal Education becomes an effective tool to share the different points of view and thus expand our own, the realities are loaded, conceptions, perceptions, prejudices and stereotypes that help our mind to be organized, but, at the same time, narrow horizons of vision. The diversity that exists in the world, the various nuances and interpretations can often be loaded with preconceived ideas and you can express judgments about these realities without knowing sometimes their history, context or implications. Non-formal education can become an effective tool not only to know other realities but to understand them in a deeper way, thus achieving a more complete and meaningful knowledge, either through experiential experiences created as for example using art, as is the theater , exposing a dilemma or conflict and seeking with the participation of the members the resolution to that conflict, using these dynamics as effective tools to promote peace.
Another example may be the participatory role play, which aims to encourage reflection on social or cultural issues difficult to explain, but with the active participation in a created or fictitious reality we seek to remove participants from their context, allowing them to understand other realities, having as objective to promote an openness of mind to another situation and thus motivate to leave a comfort zone to explore a totally alien reality, which help us to expand our knowledge, thoughts and even feelings regarding diverse social reality or culture and reflect on our preconceived ideas.

Playful, but powerful

This is how Non Formal Education, although at first it seems an innocent and fun game, in reality has a deeper objective and a clear methodological intention, which seeks to get the students to reflect on their actions, their principles and values, on their role and participation in society. It may even leads you to reflect on your own life project, and that it helps you to delimit aspects that can help to project better your future.

Thus, Formal Education and Non-Formal Education together become an efficient enhancing component of the learner because the theoretical, methodological, scientific and technical learning, together with the experiential, practical and creative, help the learner to assume responsibilities and evaluate consequences, consider different realities and scenarios, implement new and creative solutions, improve their ability to work in teams, look for more productive, effective and efficient processes.

Sinergy between formal and non-formal education in international context
(by Obeth Hernández, Mexico)

According to the 2016 survey on the perception of global risks presented by the World Economic Forum (World Economic Forum, Global Risks Perception Survey 2016), humanity faces several categories of risks: economic, environmental, geopolitical, social and technological , all of them with different possibilities of occurrence and different levels of impact, such as: extreme climate changes, involuntary large-scale migration, natural disasters, terrorist attacks, cyber attacks, weapons of mass destruction, water crisis, food crisis, unemployment and underemployment, conflicts between states, failures of national governance, theft and electronic fraud, etc.

The world currently faces a series of situations and problems that affect not only humanity but the life of the planet. Natural resources are over exploited, pollution grows without limits, the diversity of flora and fauna decreases, the landscape requires immediate action.
On the other hand, the generation and distribution of wealth in the world is unequal for various reasons, creating an increasingly large gap between rich and poor. Likewise, education worldwide is also an inequitable situation, there are regions in the world with a high level of education while others do not reach the minimum levels. In this sense, both the distribution of wealth and the coverage and educational level are subjects that have been widely discussed, and in which multiple programs, indicators and public policies have been developed. However, little has been said about the formation of intrapersonal and interpersonal skills (soft skills), how they are presented in the different regions of the world, how to measure their development in the population, what indicators could be followed, what has been the impact when they are lacking. Definitely, it is extremely complex to describe the role that intrapersonal and interpersonal skills have and their impact, but in all areas it is openly recognized that these are necessary to develop positively in society and create the changes that the world needs.

Heads of State, politicians, professors, scientists, businessmen, leaders of causes; All of them have publicly expressed the need to train agents of change, who can communicate assertively, work as a team, understand others, motivate, organize, undertake and sustain actions that make a difference to so many problems that exist in all areas. In this regard and specifically who is in charge of the training of agents of change, honestly the answer is all at the same time and no one in specific at the same time.
As the formation of agents of change is a universal task that involves the micro environment and the macro environment of individuals, both universities and youth organizations are necessarily immersed and committed to this task. So the great challenge is to create intersectoral synergies for that purpose.
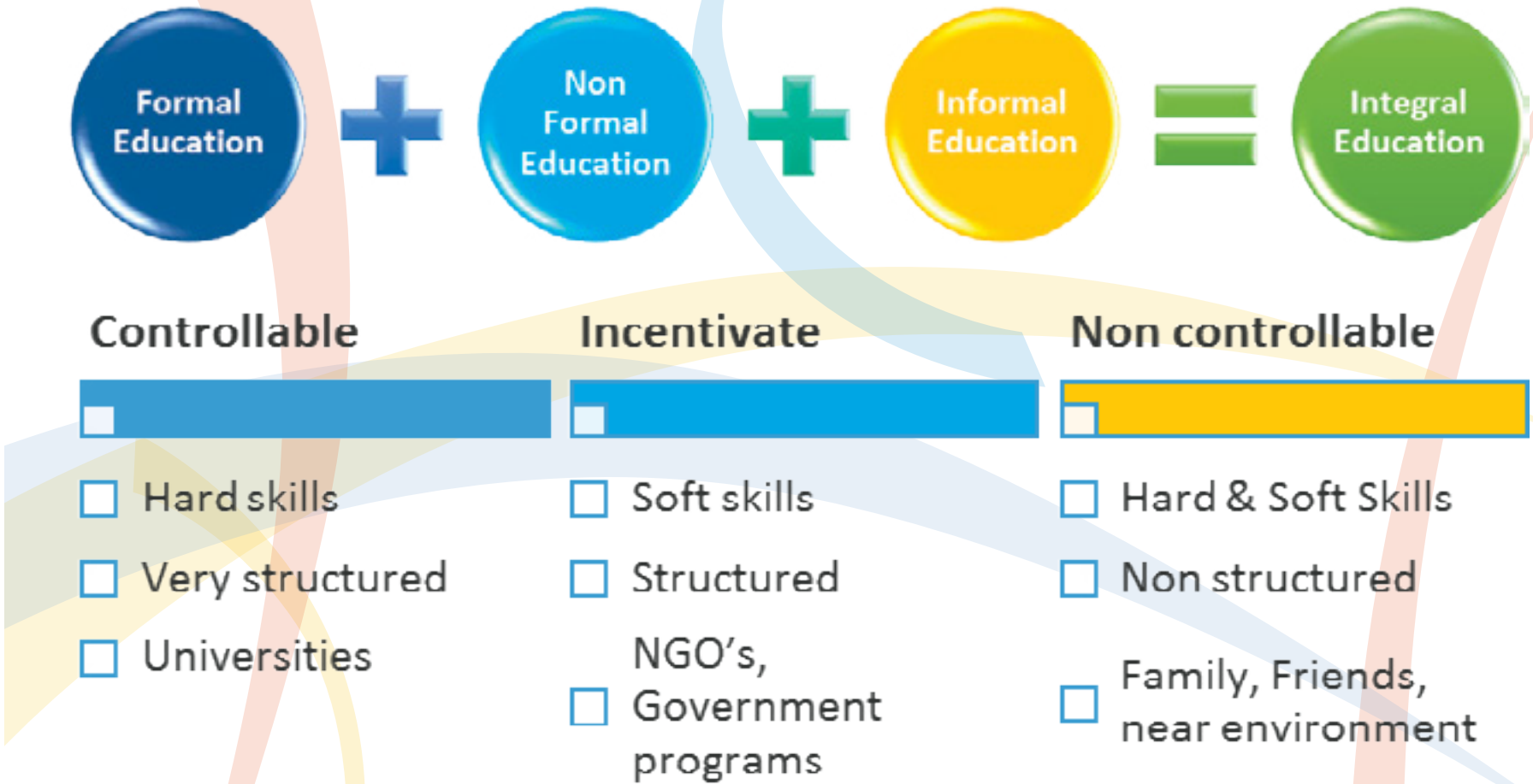
As youth organizations, formally constituted non-governmental organizations are understood to carry out in a planned manner activities for the development of youth, in various topics (environmental, social, economic) under the premise of being impartial and not intervening in matters of a religious nature. political, partisan, or private interests, always guided by a commitment to transparency and universal, intercultural and inclusive ethics.

Without limiting the actions that both universities and youth organizations have in different types of education (formal, non-formal and informal), universities can be identified as predominantly formal education spaces (with the ability to control content, structure and guide training), to youth organizations as spaces conducive to non-formal education (which encourages young people on various crucial issues) and to the environment of individuals (micro and macro) as an uncontrollable space of informal education (it being desirable that the informal education is positive through all its actors from the home to public and massive actions).

The intersectoral synergy between universities and youth organizations brings with it a multiplying effect, provides congruence and consistency in theoretical and practical training, helping to create critical and ethical thinking in young people, as well as activating them in affordable and visible tasks.

Starting from the scope of this manual on the formal and non-formal educations provided by the synergy between universities and youth organizations, the following scheme illustrates the benefits of such positive synergy.

Controllable	Incentivate	Non controllable
☐ Hard skills	☐ Soft skills	☐ Hard & Soft Skills
☐ Very structured	☐ Structured	☐ Non structured
☐ Universities	☐ NGO's, Government programs	☐ Family, Friends, near environment

Model. Comprehensive education as a result of different types of education and benefit of intersectoral cooperation. Source: self made, based on PROTON outcomes.

Integral education is the purpose of intersectoral synergy for the training of the agents of change that have been mentioned. On the one hand, universities are an inexhaustible source of knowledge, spaces for dialogue, discussion, creation and proposal; On the other hand, youth organizations are immersed directly in different causes of common benefit, which allows them to create practical and tangible space where young people can pour all their knowledge and potential, fully developing their intrapersonal and interpersonal skills to benefit of all.
The following table shows the results of the discussion among the participants of both sectors within the "Training for Trainers" event held in Puebla, Mexico in February 2017 as part of the PROTON program activities.

BENEFITS OF CROSS-SECTORIAL CO-OPERATION FOR …			
Universities	Civil Society Organisations	Young People	Society
- receive non-formal tools, experience, methods	- reach more people and make non-formal education more valuable	- receive integral education	- more open and proactive citizens
- wider view of the world	- get to work with motivated and educated young people	- opportunities to share knowledge and spread horizon, opportunity to test and make mistakes during student projects	- more aware and involved people who contribute to a better society with their multi-talents
- practice for the students	- provide young people with specific skills, collaborate with other sectors	- opportunities, social skills	- improve life quality, greater impact
- prestige, more funds, CSR	- receive people who have time to be curious, be innovative, access to cheap and smart people	- use theoretical knowledge in real life, concrete projects	- better knowledge, global approach, co-operation → better solutions
- show to the university how is the reality in society	- support with infrastructure	- new experiences, more responsibility in the young people	- meet people around the world to find together solutions for society

Table. Matrix analysis between Universities and NGO's collaboration. Fuente: PROTON program activities result "Training for Trainers", Puebla, México, February 2017

The table above shows the shared experiences and discussion between universities and youth organizations that took part in the PROTON program activity, summarizing the years of individual and joint work experience with young people.

Challenges for universities, youth organizations and their intersectorial cooperation

As the purpose of this manual is to create intersectoral synergies of formal and non-formal education among universities and youth organizations, it is necessary to better expose and understand each side's challenges.
Both universities and youth organizations face challenges in their work. Universities are entrusted with substantial functions: teaching, research, linking and extension (dissemination, culture and sport); they seek to understand reality through the generation and transmission of knowledge, while preparing young people to function in a global and changing environment. Unlike the previous vision of preparing young people mainly for work in the productive sector and in research, today the universities diversify their work to achieve training professionals with different profiles required by society. The following scheme illustrates some of the types of profiles of young people who currently graduate from universities.
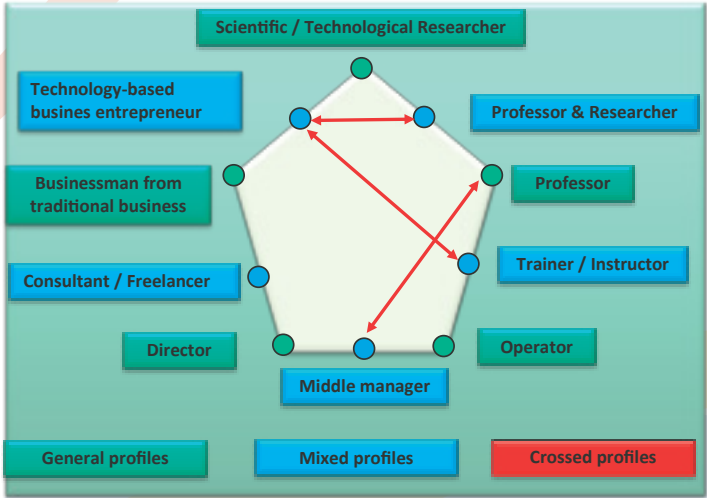
Model. Different types of profiles of current graduates of universities. Source: self made.self made.

There are general profiles such as those that are entirely devoted to scientific research, to operate a function within an organization, to direct and coordinate or those who have undertaken a business considered traditional or conventional. There are also mixed profiles such as those who undertake business that require technical-scientific knowledge, researchers who dedicate time to teaching, operators in companies that dedicate time to train others or who offer training on their domain topics, middle managers and consultants who act independently. There are also crossed profiles such as those that carry out research but are founding partners of technology-based companies, professors with some administrative control, etc. Undoubtedly all the exposed profiles have in common the need to train in a broader environment than only discuss the issues of leadership, communication or teamwork in a classroom or school project; it is here where intersectorial cooperation shows again its value for the full development of intrapersonal and interpersonal skills.
On the other hand, the following diagram shows some of the challenges faced by youth organizations that operate within an international context.

Model. Challenges and needs of international youth organizations. Source:

From the previous scheme it can be observed that youth organizations must turn to universities in search of new knowledge to understand the context in which they operate and to find reliable allies in universities to plan activities, distribute and share economic and infrastructure resources, train and continually renew work teams, build a channel of communication with young people, always seeking to achieve a greater impact than they would achieve on their own.

Internationalization of universities

Internationalization in universities is a permanent and increasingly intense task, according to Zha Qiang (2003), there are two widely recognized arguments to do so, the first is to satisfy the academic and professional requirements demanded by the labor and economic markets as a result of the intensification of globalization, and these requirements go beyond those obtained in the classroom, also include social and intercultural skills, attitudes and mastery of other languages, it is precisely at this point where cooperation between universities and international youth organizations finds its greater sustenance. In addition, the high specialization and the amount of investments in certain fields make collaboration between institutions necessary. The second argument enunciated by Zha Qiang (2003) mentions that there are two events that are increasing and accelerating the international dimension in higher education, on the one hand, the incorporation of foreign students has become an important factor for income in many universities and of national economic interest, on the other hand, information and communication technologies are changing the ways mass education is offered and incorporating new private actors, which makes borders disappear and the role of governments increasingly confused about it. For all the above, higher education can not be seen anymore only from a national context.

All the local and international institutions and organizations are affected to a greater or lesser degree by the process of globalization, with its positive or negative effects depending on the purposes of each institution or organization and what their response to the globalization process is. Internationalization is known as the proactive response that both institutions and organizations and individuals generate in the face of globalization. In this sense J. Knight (1993) describes the internationalization of higher education as "The process of integrating an international / intercultural dimension in the teaching, research and service functions of the institution". J. Knight (1993) mentions that internationalization is not a static and finite process but a dynamic and permanent process, which goes beyond a set of isolated activities but is a systemic process, interconnected and integrated to the substantial functions of the institutions of higher education: teaching, research and service to society (linkage and extension).

As the internationalization of higher education is one of the ways in which a country responds to globalization, this response will depend on the social composition, national identity, history, culture, problems, priorities, political moments, geography and resources of each country.
Depending on the author, there are different approaches to how universities approach the internationalization of higher education, being the approach proposed by J. Knight (1994) one of the most widespread and which is briefly described in the following table, with the purpose of make a reflection on the fundamental reasons (economic, political, academic, cultural and social) that both universities and youth organizations have to strengthen their international dimension.
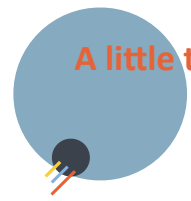

Strategic guideline	Strategies	It happens	Possibility
Academic programs	Student exchange programs	No	Low
	Study/practice of a foreign language	Yes	High
	Internationalized curriculum	Yes	High
	Studies / work abroad	No	Low
	International students	~	Attraction
	Teaching-learning process	Yes	Design
	Joint master's and doctoral programs	No	Low
	Cross-cultural training	Yes	High
	Academic / administrative staff mobility programs	~	Training
	Lectures and visiting professors	No	Low
	Link between academic programs, research, training and strengthening development	Yes	High

Table. Strategies for the internationalization of universities in academic programs. Source: Adapted from Knight, 1994, contributions of the participants of the PROTON Program, 2017

Strategic guideline	Strategies	It happens	Possibility
Research and Professional collaboration	Thematic centers and by area	No	Low
	Joint research projects	~	Low
	International conferences and seminars	Yes	Speakers
	Published articles and essays	No	Low
	International research conventions	No	Low
	Exchange programs for graduate students and researchers	No	Low
	International research partners in academia and other sectors	No	Medium

Table. Strategies for the internationalization of universities in research and professional collaboration. Source: Adapted from Knight, 1994, contributions from the participants of the PROTON Program, 2017

Strategic guideline	Strategies	It happens	Possibility
Relations and external services (at home and abroad)	Partnerships and community projects with non-governmental groups or private sector companies.	Yes	High
	International projects of strengthening development	Yes	High
	Special training programs / contract, outside the borders	Yes	High
	Linkage between development projects and training activities with teaching and research	Yes	High
	Intercultural projects and service to the community	Yes	High
	Teaching locations across borders and distance education	No	Medium
	International participation networks	No	Medium
	Development programs for students abroad	Yes	High
	Mandatory social service programs	Yes	High

Table. Strategies for the internationalization of universities in external relations and services (at home and abroad). Source: Adapted from Knight, 1994, contributions of the participants of the PROTON Program, 2017

Strategic guideline	Strategies	It happens	Possibility
Extracurricular activities	Student clubs and associations	Yes	High
	Intercultural and international activities in the university	Yes	High
	Coordination with community cultural groups	~	High
	Peer programs and groups	No	Low
	Social, cultural and academic support systems	~	High

Table. Strategies for the internationalization of universities in extracurricular activities. Source: Adapted from Knight, 1994, contributions of the participants of the PROTON Program, 2017

Observing the above tables, we can see several possibilities for intersectoral cooperation and set real and appropriate expectations among the parties to agree and plan activities in favor of young people. The list of strategies can grow depending on the context of each region the world and the social changes that occur, considering that internationalization is a cyclical and evolutionary process.

A little toolkit of educational methods from non-formal education

(by MarCus Vrecer, Austria)

Group facilitation

The starting point of facilitating a group process is always that the group has a joint purpose, and that there is an issue at stake. This issue could be that a decision needs to be taken, something needs to be worked out or accomplished, or something needs to be discussed and analyzed.

The role of the facilitator is to support the group to reach its purpose. In other words the facilitator is of service to the group. This service is provided by being of support mainly on process level. In theory, a facilitator does not need any expert knowledge on the issue/content of the group, and also the facilitator should act as neutrally as possible, thus not putting in his/her own opinion, knowledge or advices. A facilitator is not a leader, but a service provider.

In the beginning of a facilitation process, it is important to ensure that there is an agreement in the group about the group purpose and the goal to be reached. The facilitator then opens up the process and encourages the group to explore the issue(s) or tasks at stake both as widely (horizontally) and as deeply (vertically) as possible, to have all options and results "on the table". In a next step, all options and results are categorized and structured for further assessment. To close the process, the facilitator eventually supports the group to assess and narrow down the options and results and come to a conclusion or end-result. This process of starting from group purpose, opening up for wide and deep exploration, assessing the different lines of content, and then focusing back on possible conclusions is sometimes also called the "diamond" or "prism" of facilitation.

A relevant factor for the facilitation of group processes is the group size. The bigger the group, the less participation of each individual is possible. As a rule of thumb, if full participation and interaction of everybody is wished, it is recommended to divide into sub-groups or divide roles and tasks for groups bigger than 6 (this depends of course of the type of task to be performed). It is also possible to vary the group sizes and tasks divisions along the process, for example to start with a frontal introduction for the full group, to then split into smaller working groups, to gather back in the full group for reporting back, then consult the preliminary outcomes in pairs or trios, and eventually conclude in the full group to close. Another possibility is also to use display spaces or online working spaces to expose and make accessible the ongoing contributions and outcomes, possibly with the option for others to comment or elaborate further.

Here are some techniques you can use as a facilitator:

• **Stacking & tracking:** what has been said and done already? What needs further elaboration? Who or what is next in line?
• **Balancing & encouraging:** are all people, opinions and tasks given the exposition and relevance they deserve? Which elements dominate too much, which elements need more support?
• **Listening &asking:** use deep/active listening to distill the true intention of what people are saying. Use powerful questions to support the people in discovering and expressing new aspects and to take decisions. Use open-ended questions to encourage people to produce qualitative content, use close-ended questions to support the group in creating clarity and taking decisions.
• **Suggesting & problem solving:** using your helicopter-view and responsibility for the process as a facilitator, feel free to make suggestions to the group concerning how to proceed in the most beneficial way (if you feel the group needs it).
• **Presenting, explaining and instructing:**if necessary, provide clear instructions and explanations on the process, and be ready to also present content, for example to spark off a discussion
• **Mirroring, summarizing, paraphrasing, and probing for understanding:** not everybody is good at expressing clearly an idea or opinion. Also, discussions and processes can become complex and unclear along the way. Support the group by proposing regular concise and clear summaries.Act as a personified mirror for what is happening in the group.

- **Identifying common grounds & targeting consensus:** what seems to be the minimum common denominator in the group? If there are conflicts or contradictions, could it be transformed or reframed into a win-win situation? How can the group purpose be reached consensually? How can you support decision-making processes?
- **Creating and holding space:** ensure an environment that is appropriate and beneficial for the group purpose, and ideally also for each individual. This can include the physical environment, the materials provided, online environment, and of course atmospheric/emotional elements, conflict management and group dynamics, and safety.
- **Silence & listening for the unsaid:** do not be afraid of silence, use it consciously and allow for it if needed. Also, sometimes there is an "elephant in the room" that nobody mentions but it clearly influences the process, if you feel that relevant things have not been said or worked on (yet), draw the group's attention to it and dig deep.
- **Timekeeping & logistics:** make sure the frame conditions and resources for the group process are appropriate, and support the group in using them in the most beneficial way
- **Monitoring the level of energy& steering the tempo:** how much energy is left in the group? What is the best way to proceed in order to reach the group purpose with the current emotional and physical status of the group? What tempo and what level of lightness versus "digging deep" is appropriate?
- **Empathy:** put yourself into the shoes of the different individuals in the group to understand their needs and status.

Group dynamics

As educators working with groups,it is relevant to be able to influence the group dynamics as part of creating and facilitating empowering learning spaces. Elements to consider are for example the level of energy in the group, the mood, the focus, the trust, and the relationships and roles that have crystalized. Another relevant factor to consider is the current stage of the group according to B. Tuckman's model of group dynamics:

- Forming: initial orientation and getting-to-know each other
- Storming: individuals test each other, try out different roles
- Norming: stable relationships and roles are being formed
- Performing: the group has become a team that is able to perform well
- Adjourning: the group/team separates

Some of the tools we have at disposition to influence group dynamics are:
- Energizers
- Ice-breakers
- Getting-to-know each other activities
- Trust-building games
- Team challenges
- Structured free time
- Celebrations

Some points to consider when applying these methods are the individual needs and preferences of the participants, safety, they appropriateness of physical contact, and that group challenges can also go massively wrong depending on level and type of challenge – be ready to deal with it.

Group work, sharing, presentations, discussions and debates

There are many formats that can be used for structuring group work, giving the learners the opportunity to offer their own topics or at least chose from a given set according to their preference, and sparking debates and discussions. A relevant consideration in these activities can be up to what degree and how the harvesting and presentation of results should be done, and if dedicated process hosting is necessary.

Some examples include:

GROUP WORK:
- group work including elements of hosting or rotation or choice of topic, for examples Open Space Technology (OST), World Café, Carousel
- silent floor and harvesting boards (can be online or offline)
- case studies, InterVision, focus groups

DEBATES AND DISCUSSIONS:
- facilitated debates triggered by provocative statements
- mass-expression of opinion by assuming predefined positions in the available space, by show of colored cards, or by use of a limited set of pre-defined gestures
- facilitated online and offline for a
- summits, conferences, seminars

PRESENTATIONS AND SHARING:
- fairs and galleries
- keynote speeches
- time limit: e.g. elevator pitch or PechaKucha

The use of IT, e-learning, social media, apps, and mobile devices

Following the more recent preferences of young people to learn, it has become an important trend to involve mobile devices, apps and social media into the design and facilitation of learning spaces and learning processes. Some of the possible ways of doing this are:

- Gamification (e.g. geo-caching, online quizzes, simulations, role-playing games, Minecraft, …)
- Virtual reality (e.g. a virtual walk through a refugee camp to raise awareness of the reality of the life of refugees)
- Online collaborative tools for group work (e.g. SLACK, google docs, padlet, etherpad)
- E-learning platforms (e.g. Moodle)
- Massive open online courses (MOOCs)
- The use of mobile phones to produce visuals (e.g. photos, collages, slide-shows, videos, lip-dubs, animations, infographics, comics)
- Online learning couples or trios and online learning diaries
- Online competence assessment and review tools
- Online questionnaires and forms

Enhancing creativity and exploration

Here the idea is apply specific methods to think out-of-the-box, come up with new ideas and discover unexplored aspects of topics or problems. It is a bit the opposite of efficiency – the idea is not to come up with an optimized and applicable result, but to suspend all judgement and simply produce as many and as crazy ideas as possible. To narrow down and to examine for applicability only comes in a later step if required.

Creativity could be quantified in the following aspects:
- Fluency: how many ideas are produced?
- Diversity: how different are the ideas from each other? How many areas are covered?
- Originality: how "crazy" are the ideas, how far are they from the common?

Some tools that can be used are:
- Warming up your brain for going wild and suspending judgement (e.g. improv, brute associations, interpretation of shapes)
- Time pressure and scarcity of resources (e.g. everybody has to come up with 10 new ideas within 5 minutes)
- Exploring an issue in form of a question and adding as many further associated questions to it as possible (e.g. mind map of questions, public question boards, question wheels)
- Brainstorming
- Changing perspective (e.g. 6 thinking hats, imaginary dream team)
- Mental travels and dreaming
- Creative writing techniques (e.g. free writing, acronym-poems)
- Storytelling techniques (e.g. two sides of a story, collective storytelling)

Gamification

One good practice to motivate learners for active participation and commitment to their learning is by making the process playful. This can for instance be done by offering tasks as a competition between individuals or groups. In such case, it is important to be very clear and strict on the rules. Also, if you say that there will be a price for the winners, there should really be a price for the winners, as some people take competition and rewards very seriously. Other examples of gamification are to make quizzes instead of tests, to make jigsaw puzzles out of concepts or images, or to explore an area by means of a treasure hunt. Another good practice of gamification is to involve online platforms, social media and mobile devices.

Outdoors activities and sports

A classic is to use outdoor activities and sports for educational purposes. It is a very experiential, immediate and holistic tool that involves the body, emotions and the mind. It can be used to work on aspects of team roles, personal development, health, gender issues, environmental awareness to name but a few.

When applying this kind of methods it is important to ensure the safety of all participants, and to be very clear and strict on rules and implementation. Also, as there is mostly a strong experiential part involved, the debriefing and reflection on the activity has big relevance, in order to transform the experience into learning points and the building-up of new competences and change of behavior.

Some examples include classic team sports (football, water polo ...), rope courses, educational trails, survival missions, meditation and reflection in nature.

Lessons from reality

Often is contributes substantially to the learning process to provide an opportunity to the learners to examine and interact with the "reality" of their learning subject, in order to draw their own conclusions. Some tools can be:
- Case studies
- Collection and analysis of best practices
- Living library
- Interviews
- Excursions
- Job-shadowing

Simulations and role-plays

Sustainable learning points are often based on personal "a-ha" moments. To enhance our understanding of the world, our empathy, and to find, change or consolidate our values and attitudes, it can be beneficial to experience unusual situations or to put ourselves into the shoes of others.
Also concerning our own practical abilities to master new situations, it is often helpful to first have a safe space to experiment, try out and fail.
These are the main considerations behind the educational tools of simulations and role-plays. In both cases, a professional and deep debriefing or reflection phase supported by an educator is an important element. In the case of putting oneself into the shoes of others and/or performing in public, it is also useful to include elements of getting into the role and warming up, and afterwards a clear de-roling.

Examples in this category include:
- simulation of specific situations, e.g. job interviews or job assessment centers
- lab-phases, experimenting and prototyping, e.g. business incubators
- conflict resolution, theatre of the oppressed
- role-plays and intercultural simulations, e.g. Albatross

Role-plays and simulations can go very deep and have strong impact on the performers, this is why they are also used for example in therapeutic settings. As an educator, it is part of your responsibility to ensure all aspects of safety of the learners during your intervention, including their emotional and mental well-being. Be careful thus not to open Pandora's box and only create situations that you are also able to deal with and bring the learners back to their comfort and safety zone.

Evaluation, debriefing and assessment

Experiential learning is a powerful tool that can be used in education. The idea is that learning – the building up of new competences, that can become explicit in new behavior – is a result of a transformation of experiences into learning points. According to the David Kolb's model of the Experiential Learning Cycle, there are four stages involved:
- the actual experience
- the reflection on the experience (what actually happened? collection of facts and feelings)
- a stage of generalization (why did it happen? what is the system behind? where else would this apply?)
- and the application (so what does this mean for the future? How will I apply my learning, what consequences am I drawing from this? If I am in a similar situation in the future, what will I do differently?).

Experiential learning is powerful because it is based on the idea of "learning by doing", which is a preferred way of learning for most individuals and it "sticks" more than learning from what we hear or see. The transformation of the experience (from real life or from an educational activity like a simulation or a role-play) into learning points however does not necessarily happen automatically, and it can go a lot deeper if supported by an educator who facilitates a respective debriefing.

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To debrief a learning process in the frame of the Experiential Learning Cycle means to support individuals or a group to transform their experience into learning points by ensuring they go through all four stages of the Experiential Learning Cycle. This can for example be done by asking relevant and powerful questions and confronting the learners with provocative statements. If only the specific behavior for the specific situation is changed afterwards, it is called "single-loop learning". If however there was a successful generalization inside the learner, and there is a more global change of behavior because an underlying change of attitudes/values/world-view has been achieved, and/or genuinely new competences have been built-up, then we call it "double-loop learning".

A related model that can be used in debriefings is referred to as "4F":

- FACTS: what happened?
- FEELINGS: how do I feel about it?
- FINDINGS: what did I learn?
- FUTURE: how will I apply this?

But not all evaluations and assessments are based on experiential learning. There are many other tools for evaluation and review of group processes and learning processes, for example:

- Scales and visualizations (e.g. pie chart evaluation,
- Using images, symbols and quotations as triggers
- Creative expression (drawing, dancing, composing poems, ...)
- Forms and questionnaires (online or hardcopy)
- Interviews

Arts and creative expression

Many learners are not so good with "big words", abstract concepts or large amount of academic information, and prefer more experiential and more creative activities where they feel more comfortable to get actively involved in. Examples might include visual arts (drawing, painting, photography, videos, collages, sculpting), performing arts (theatre, dancing, miming, street art, flash mobs ...), music and literary arts (creative writing, storytelling ...). Same as sports or simulations/role-plays, a powerful aspect of this category is the holistic involvement of the learners, and the strong experiential and creative aspect which creates ownership and commitment. Arts and creative expression techniques can be used for many purposes, for example for team-building, getting-to-know-each-other, topical explorations, expressing opinions, debating, presentations and evaluation.

Graphic facilitation

When producing learning aids by hand - for example handouts, flipcharts, writing on the board etc. – it is helpful for many learners if it is done in a visually appealing way and if there re graphic / non-verbal elements that provide additional information, or the same information in other form.

Some basic tools and elements that can used are:
- reduction of images to basic shapes using a simplified visual vocabulary, e.g. to visualize situations, people, objects and processes
- arrows and connectors
- separators
- bullet points
- frames and containers
- variation of width and style of lines
- variation of fonts (use carefully, limit yourself to a few good ones)
- variation of colours (again, limit yourself to few matching colours)
- composition (arrangement of elements on the "canvas")
- 3D and shadows
- templates and metaphors (e.g. landscapes, solar systems, roads, ...)
- emoji-style facial expressions

Educational Gamification as a link between Formal and Non Formal Learning. A didactical proposal
(byCarlos Adrián García Rodríguez, Cuba)

This article-summary is about using gamification in order to enhance educational experiences. It focuses on the use of tools as Classcraft in the classroom which is a web application that helps the teacher to organize the classroom as a kind of game. First, it explains the fundamental objective of the didactic proposal . Second, it describes how using non-formal educational methodologies can improve education in formal spaces. Third, it describes essential theoretical aspects of the specific methodolgy which is actually a combination of two different but compatible methodologies: gamification and project-based learning (PBL). Lastly, the article summarizes a teaching sequence using these theories.
This article is the result of a thesis for a Masters in Teacher Trainingthat specialized in Spanish language and literature for secondary education. It was successfully defended at the University of the Balearic Islands in September 2016.

Objectives

This paper attempts to show how the implementation of a gamification tool (in this case, Classcraft) can enhance traditional educational methodologies commonly used in the classroom: master class, task-based learning, problem-based learning, etc. Gamification transforms educational spaces into a space of "play" where the contents of the traditional curriculum become harmoniously integrated.
When one knows how to combine gamification elements with a more known teaching methodology, such as project-based learning (PBL), one can kill two birds with one stone. The student learns both the subject matter (for example, a certain work of literature features), while at the same time increasing his or her social, communication and functional skills. Traditionally, in formal education, these skills are taught separately.
On one hand, PBL advocates that students do activities that encourage them to prepare these projects in an active, collaborative, autonomous and creative way. There is a progression in the degree of difficulty of the activities so that students are increasingly challenged and skills get trained as time goes on.

Seminario: Trabajo por proyectos en el aula. Fco. J. Pozuelos, 2008
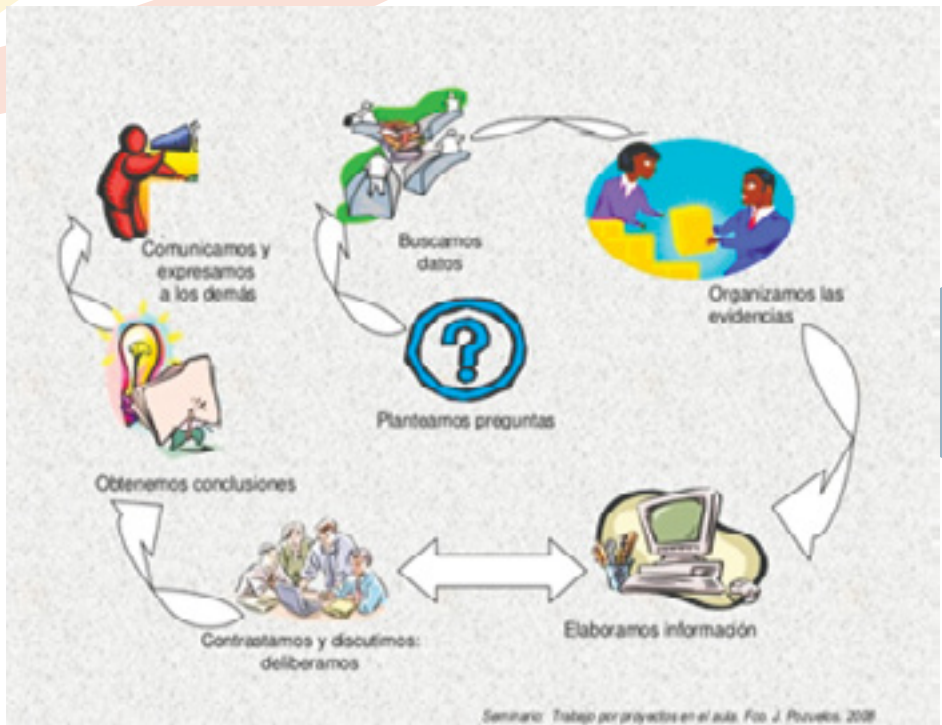
On the other hand, Classcraft acts as a tool to transform the classroom into a playful environment where the teacher can modify the amount of gamification used in the class. The teacher can, for example, use certain components of the gamification tool, such as scores, levels, challenges, and/or powers, while not using others, such as the developmental analysis of students or the communication platform. In addition, this tool integrates in the assessment of students both their academic and social performance. This increases collaboration and commitment of the individual to the group.

Battle of the Bosses in the classroom Classcraft: Fighting for the Order of Don Quixote
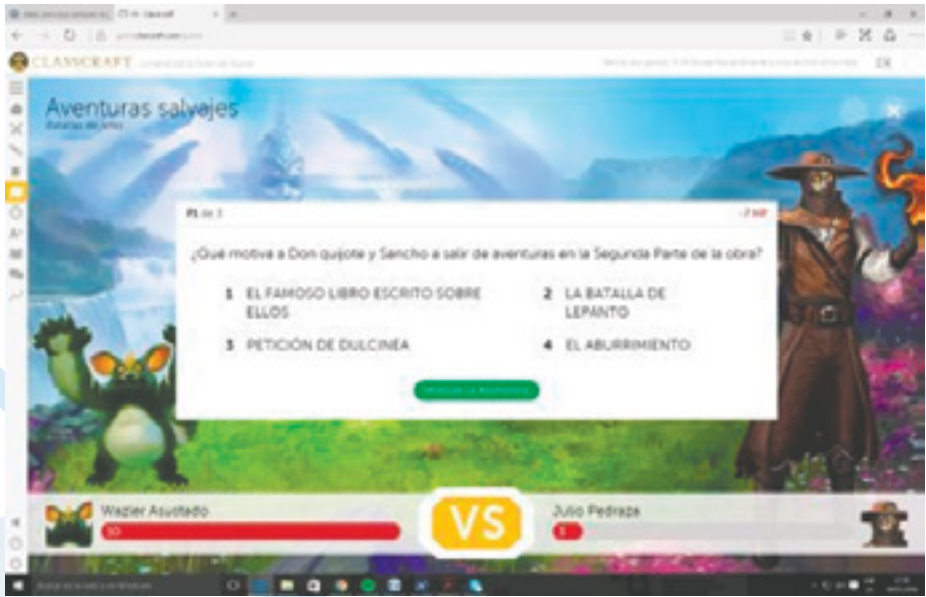
These methods, both PBL and gamification, work synergistically to motivate the student to study, and from there, to adopt a productive and collaborative attitude with peers in performing tasks. The keywords here are: fun, participation, and learning.

Relevance

This proposal is relevant because it takes into account the needs and expectations of students, protagonists of the teaching-learning process. We live in a time when "the playfulness is a fundamental cultural filter in our approach to reality: Infotainment (in the style of TV programme Survivors), Facebook "likes" or games, loyalty programs of companies (Coca Cola) and educational programs (Duolingo) have gamified social relations all over the world (Pérez Latorre, 2013). This methodology helps the educational system adjusts youngsters born and trained in a social environment marked by playfulness, the need to be proactive, independent, creative, technologically competent and able to work together on complex issues from an integrated perspective.

The students at which this methodology can be aimed can be young people of different ages and school levels, or even adults, because is common the human desire to play, interact and create things. As for the issues, the methodology is applicable to various contents and subjects. Also, this methodology serves diversity: it combines books, photographs, informative websites, gaming applications, and even one's own personal resources with other kinds of non-traditional educational activities—for example, the visual essay.

Although they have already been suggested, students can propose to present the results in a creative way and from different perspectives and styles (in the case of literature classes, for example, one could propose to make a fictional dialogue on twitter among the top friends, enemies and family of an author, or analyse a work from youth versions, comics or other original form)

Classcraft allows daily monitoring by teachers, parents and students of the evolution of the process, so they can reflect and even discuss and correct the individual and group evolution.

Theoretical aspects of Gamification and its tools

Gamification is the process by which, beyond the use of specific games in class, one applies in a cross cutting manner components, mechanics and dynamic design games to encourage students in achieving certain learning objectives. While information technology (IT) and specifically video games do not have to be present, its functioning logic can serve as a pattern for gamifying educational projects, while also being (IT and video games) educational tools in their own right (Rodriguez and Santiago, 2015: 25).

An educational gamifying process contains three basic elements:

1) Components: these are the basic elements for action: teams, score/badges system, levels, collectibles, avatars to fulfil by players, with its distinct advantages and disadvantages, powers to obtain by the rise in status, types of challenges, boss battles, random events, judgments, rankings, etc.

2) Mechanics: this is the set of rules that make the activity more assimilated to a game thereby making it more fun and playful. If one knows and masters the rules that govern the components, thereby one can compete and earn rewards, increase status, collaborate with others, etc. It is mechanics—the rules of the game— which can be modified in order to value cooperative play instead of the individual game as has been done with the Classcraft platform used for this didactic proposal.

3) Dynamics: these are the results of actions that cause mechanics in the psycho-emotional process of players.

		Game Dynamics				
	Reward	Rank	Progress	Individuality	Competition	Altruism
Points	✖	●	●		●	●
Levels		✖	●		●	
Challenges	●	●	✖	●	●	●
Virtual Goods	●	●	●	✖	●	
Leaderboard		●	●		✖	●
Gifting		●			●	✖

(Game Mechanics — row label at left)

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3) Dynamics: these are the results of actions that cause mechanics in the psycho-emotional process of players.

By way of example, in Classcraft: Fighting for the Order of Don Quixote, which is our own didactical proposal, major components and game mechanics that students know and use are:

Health Points (HP): these points relato to a misbehavior in class. Mechanic: if lost all HP, the player falls in battle (see below Fall in Battle). Teammates may decide to rescue him using his powers.

Experience Points (XP): points that relate to a positive attitude towards study, other colleagues and behavior in class. Mechanic: every few XP obtained, students level up (in our case 500 XP, due to the amount is regulated by the teacher according to the degree of difficulty he/she wants to give to the game).

Action Points (AP): points that allow to activate powers gained. Mechanic: Powers have a cost in AP (for instance, the "Healer 1" power costs 15 AP; the "Revive" power, 25 AP, etc.). When you don't have enough AP, you can not use your Powers.

Power Points (PP): points used to acquire different types of powers represented in the Power Tree. Mechanic: each increase in level, that is to say, every 500 XP, players earn 1 PP. Some powers cost 1 PP; other, 3, depending on the strength they have.

Aprender Poderes

Haga clic sobre un poder para saber más sobre ése.

Golden Pieces (GP): these are coins to buy clothing or equipment and pets (Premium). Mechanic: some are earned every time you level up, positively participate in the classroom or train pets by yourself. For these developments, already exist XP and HP, but GP are a secondary stimulator for students.

Powers and Superpowers: this is one of the most important features of Classcraft. It represents privileges and advantages gained by players as they progress through the game and, in that sense, it is a great motivator to get ahead in the educational process. Mechanic: superpowers are precisely those powers that are earned once you have passed the first level, which can be bought with PP explained above.

Avatars: you must choose between Healers, Wizards and Warriors, which have a different maximum amount of HP, AP and different powers.

Elige la clase de personaje

Guerrero
80 HP 30 AP

Curandero
50 HP 35 AP

Mago
30 HP 50 AP

- **Warriors:** are the protectors of the team because they have many HP and its powers serve to absorb damage (receive only 80% of foreign damage)
- **Healers:** are the healers because they can use powers to restore HP to the team (even they can save others falling in battle)
- **Magicians:** they are the providers of AP. They can use powers more than others, but have less HP so they must tread carefully.
There are other components such as Classcraft challenges or proofs, Signature of the Covenant of the Hero, Fall in battle, Random events, Battles bosses, etc.

Now we will see an example of how Reward mechanic works resulting in Ambition:
Carmen Ayala belongs to the team of the Wild Cobras. She is a warrior and is located at level 3. At the third session of the teaching sequence, she has had an excellent performance in the task of preparing different resources for the final activity, so that the game master (the teacher) offers her +85 XP. Carmen knows that with that she has moved from level 3 to 4, which means she will have 1 PP that she needed to get the power she craved for: Ambush, which will allow her to deliver, when needed, a task a day later. This is an example of a Reward mechanic from the Game Master (teacher) to the player (student), which generates an Ambition dynamic consisting in obtaining more powers through new future rewards.
Regarding theoretical aspects of PBL, good thing is that it's, as in games, also a process of personal and collective discovery which takes place over the same course of action. Thus, the realization of the research process and objectives achievement is done by students, who must be organized in order to obtain information, elaborate and present results in the form of a product or concrete action. The teacher serves as a guide only.

Description of a teaching sequence using a combination of both methodologies in language and literature classes
Classcraft: Fighting for the Order of Don Quixote is the name of the general teaching sequence that lasts 8 sessions of 50 minutes each.

The final product of the PBL process of our proposal are videogames and online competitions created by teams of students to be played by colleagues from other teams to check in a playful and fun way the knowledge acquired throughout the teaching sequence in which various enablers activities before the final activity occurred.

CHAPTER 5. RESOURCES

Further inquiry: contacts of PROTON partners

This handbook gives a brief view on all PROTON's processes and outcomes. For those readers who plan to implement similar activities, or to continue exploration of synergy between formal and non-formal education it makes sense to know more and to go deeper. Thus the contacts of organizations and people involved into PROTON project are given in order to provide readers with possibility to continue discussion on the topic.

Organizations involved into PROTON project

MTÜ NOORTEVAHETUSE ARENGU ÜHING ESTYES   Tallinn, Estonia
www.estyes.ee
Vive Mexico A.C. Morelia, Mexico
www.vivemexico.org
Universidad Autonoma de Nayarit Tepic, Nayarit, Mexico
www.programadelfin.com.mx
Vereinigung Junger Freiwilliger e.V. (VJF) Berlin, Germany
www.vjf.de
De Amicitia Gargantilla del Lozoya, Spain
www.deamicitia.org
Allianssin nuorisovaihto (Allianssi Youth Exchanges) Helsinki, Finland
www.nuorisovaihto.fi
YAP (Youth Action for Peace) Rome, Italy
www.yap.it
JAUNIMO SAVANORISKOS VEIKLOS CENTRAS DEINETA Kaunas, Lithuania
www.deineta.lt
CONCORDIA Paris, France
www.concordia-association.org
INEX - Sdruzeni dobrovolnych aktivit Prague, Czech Republic
http://www.inexsda.cz
Asociación Cultural de Intercambios de Costa Rica (ACI) San Pedro de Montes de Oca, Costa Rica
www.aci.cr
Asociación Centro de Desarrollo Rural de San Rafael del Sur (CEDRU) San Rafael del Sur, Nicaragua
www.cedru.org
Universidad de Manizales Manizales, Colombia
www.umanizales.edu.co
Asociación de Intercambio Internacional Cultural de Jóvenes (ICYE Honduras) Tegucigalpa, M.D.C. , Honduras
www.icye.hn
Instituto Tecnológico Superior de Ciudad Serdán   Serdán, Puebla , Mexico
www.tecserdan.edu.mx
INSTITUTO TECNOLOGICO DE MORELIA Morelia, Mexico
www.itmorelia.edu.mx

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USEFUL LINKS TO EXPLORE THE TOPIC

For further exploration of the synergy between formal and non-formal education, please, use the links to the book and publications. They were also used while producing this handbook.

Directorate-General for Education and Culture of European Comission. Youth work and non-formal learning in Europe's education landscape. **http://ec.europa.eu/assets/eac/youth/library/reports/youth-work-nonformal-learning_en.pdf**

Eaton S.E. Formal, non-formal and informal learning: The case of literacy, essential skills and language learning in Canada. **http://www.en.copian.ca/library/research/eaton/eaton.pdf**

Gailius Ž., Malinauskas A., Petkauskas D., Ragauskas L. HANDBOOK FOR PEOPLE WORKING WITH YOUTH GROUPS. Non-formal education practice in Lithuania.
https://neformaliai.files.wordpress.com/2014/11/handbook-for-people-working-with-youth-groups-en-web-version.pdf

I've – I have experienced. A tested System for the Recognition of Competences developed in Workcamps and Voluntary Service Projects. **http://www.ive-experienced.eu/research-reports-competences-recognition-voluntary-service-and-youth-work**

Klocker S. Manual for facilitators in formal-formal education. **https://rm.coe.int/16807023d1**

Knight, J. and H. de Wit. Strategies for Internationalisation of Higher Education: Historical and Conceptual Perspectives. Strategies for Internationalisation of Higher Education. H. de Wit. Amsterdam, EAIE.

Knight, J. The Internatiionalization of Canadian Universities. Unpublished dissertation. Michigan State University.

Lauritzen P. Eggs in a pan. Speeces, writings and reflections. **https://book.coe.int/eur/en/youth-other-publications/4002-eggs-in-a-pan-youth-work-speeches-writings-and-reflections-by-peter-lauritzen.html**

Zha Qiang. Internationalization of Higher Education: towards a conceptual framework. Ontario Institute for Studies in Education, University of Toronto, Canada. Policy Futures in Education, Volume 1, Number 2, 2003.