

# NF @

# GUIDE FOR ONLINE NON-FORMAL EDUCATION



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# CHAPTER 1

## Why turn it digital?

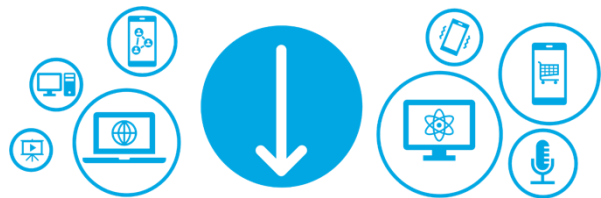


According to Eurostat, 91% of young people in Europe use the internet daily, while 64% of young people use it to learn about different subjects. These statistics point out that young people choose the internet for activities they have used to do in-person in the past. For some time now youth work is acknowledging that more and more young people choose to educate themselves online. It has been noted that in-person youth activities provide many advantages apart from learning, and that side effects of international activities sometimes exclude the main benefits of topic learning (intercultural dialogue, learning about each other, breaking stereotypes, etc). This is why until now we have used digital education just as the last resource.

While formal education was developing platforms and tools for ensuring the option of online and long-distance education, we kept our old practices as it is not that simple to transfer non-formal education (NFE) to the online world. This fact proves how late we are in ensuring that NFE in-person also has its digital alternative, which is yet to be discovered in all its aspects.

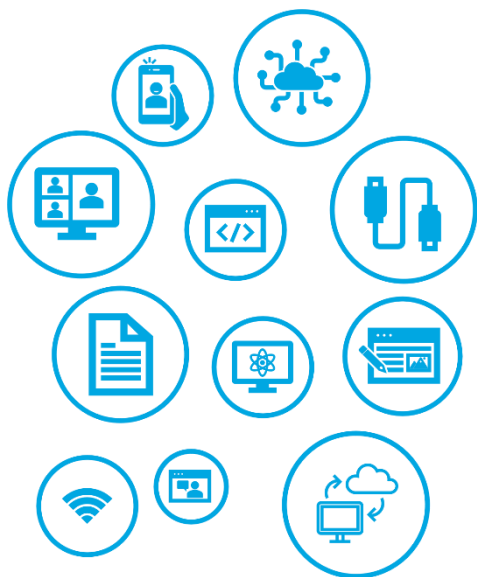
In the pressure of time, situation, and grant limitations, organizations rushed to do online things they were usually doing in-

person. For example, the use of several existing applications and digital tools that offered space and options for online meetings and trainings exploded in youth work and many organizations neglected scientific warnings regarding safety and security. Ad-hoc solutions were transferring trainings and workshops online, not being prepared to fit NFE and ended up more formal than sessions provided by faculties! Therefore, there is an urgent need to develop the skills to transfer sessions usually held in-person into digital ones, including training in online tools and explaining methodological changes in conducting NFE sessions.



This Guide is aiming to create solutions for emerging issues, which became an urgent need for quality in online training, since the rise of its use by youth organizations during COVID19, as the pandemic seems to be officially opening the curtains in the digitalization of youth work. In fact, since the beginning of COVID-19 pandemic and the restrictions, safety measures and other obstacles that it brought along, most youth organizations have turned to online learning and an effort to transfer their events on the internet. Due to the unexpected situation of the pandemic, a lot of youth organizations were forced to improvise as there were no guidelines of methods or experts to show the right and safe way to approach this process. Organizations started using available

digital tools and platforms which unfortunately raised a lot of safety issues. Doubts regarding the appropriateness of video conferences appeared as well as many questions on how to ensure that NFE principles are still respected, as well as how not to lose the main values of experiential learning, keep interaction, facilitate work in a big and small group, etc. Many jumped into quick solutions and somehow managed this adjustment better than others, while the rest returned to more formal approaches that lacked attractiveness and interaction, and therefore failed to be significantly productive and bring the desired results.



Looking into this phenomenon and exchanging views during March and April 2020 with current members of CONNECT International and over 40 organizations we have cooperated with in the past, we came to the conclusion that there is an urgent need to create a Guide to support young people and youth organizations in running these digital activities in the same way as they receive support for in-person NFE activities and assist them in the process of this groundbreaking adjustment.

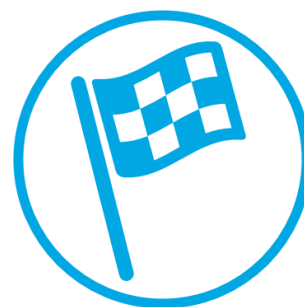
This Guide is the result of the collaborative work of the participants that were involved in the training “NF@ - building capacities of youth organizations to create online NFE activities” that took place in Vrsac, Serbia in November 2020, and it aims to be a useful tool for youth organizations and youth workers that are in the process of transferring their in-person work in the digital world applying non-formal education methods online.

Now, before diving deep into the practical aspects of transferring NFE methods online, let’s consider the importance of digital youth work in the modern times.

### **TAKE A LOOK!**

**MOOCdigital. Starting with Digital Youth Work**

*Source: Massive Open Online Course (MOOC) on Digital Youth Work*



## **Let’s begin!**

# CHAPTER 2

## In-Person VS Digital: is this an equal fight?



Who would be ready to bet on the winner of this fight? Do face to face activities stand head to shoulders above those happening online? Or is the virtual reality going to dethrone in-person events and drive them extinct? Does any form of training offer pure and innocent results or are there lurking risks and hazards behind both of them, especially through the perspective of non formal education? At the end of the day...what are their pros and cons and how do they affect the work of youth organizations and youth workers? Undoubtedly, the discussion over this dilemma could last forever and it is quite unsure that it will lead to a clear and secure answer. So, let's get a glimpse of their most relevant advantages and disadvantages.

### ❖ Say YES - to *in person* trainings

A traditional form of learning, well tested, highly developed and steadily grounded in the minds and hearts of all involved parties: training providers, facilitators, learning audience. It is not a matter of luck or chance that face-to-face trainings has offered the space for the birth of NFE methods that have been developed and digested, turning into a vital part of youth work and youth organizations activities. What makes in-person trainings so attractive? Well...

- **social interaction:** no doubt that meeting people and spending a lot of time with them offers a great opportunity to interact, improve your social skills and lead to the development of relationships that - why not?- might even turn into strong and real friendships! The personal element of the training is also a huge chapter that affects the learning process in the form of getting insight of other people.

- **learning interaction:** with the whole learning process happening "live" and the required assistance offered by the training's facilitator on the spot, participants can drain all the essence from different tools of learning, such as discussions, role playing, interactive activities etc.

- **dynamic relationship:** the dynamic shared between participants themselves or with the trainers/facilitators. Face-to-face training gives the chance to more easily adjust the pace of the learning process to the group's needs and capacities and adapt the training methods accordingly. Let's also include here the promptness of questions and responses, as well as the fact that ideas and opinions seem to be more fluid in an in-person activity.

- **experiential learning:** learning is all about information transferring. That is no way linked solely to lecturing and presenting content, but also involves memory and impressions: behaviours, body language, manners, gestures, tone, language, volume of voice - all senses are involved in the process, adding irreplaceable value to it.

- **focus and attention:** being in a room with a certain number of people sharing your interests, with the sole task of paying attention to the training and the activities taking place before their eyes and -most of the times- demanding participants' active involvement, leads to lack of distractions and therefore higher

attention levels. Participants don't need to suffer any multitasking challenges (opposite to online trainings where they also need to handle technical things or deal with distractions of their environment), which keeps them more focused and productive.

### ❖ Say YES - to *online* trainings

Here comes the rival form of online training to shake the waters and fight for each place in NFE trainings and the work on youth organizations. Although there has been a lot of scepticism and doubt around it, it seems to rather upscale in the race list, and these are a few reasons why:

- **outreach.** guess what! No restrictions in numbers of participants related to the working space, accommodation, expenses, facilitating and monitoring your training. Online platforms give you the opportunity to involve as many people as possible, making it easier for you to spread your message, increase the impact of your activities and expand your audience without limits!
- **inclusion.** how many times have you dealt with the unpleasant issue of excluding certain participants (or even trainers and experts that you would like to recruit) due to difficulties that cannot be overcome or restrictions that were completely out of your power? Well online training solves this comb and offers the chance to participants that for any reasons would be unable to travel and be physically present in your events, to join you and enjoy your training sessions.
- **flexibility.** for participants, for the trainers and for the organizers as well. While in person trainings usually require a certain amount of time spent before and after the pure training hours/days, being

involved in an online training can happen anywhere and is limited to the activity set duration. What would be better than connecting from home, wearing your pjs and comfortably sitting on your couch?

- **cost-effectiveness.** no lies - budget has always been a defining factor of where, when, how and even whether you are going to organize and hold your trainings. Expenses related to travel, accommodation, meals, hiring experts/trainers/facilitators, or even preparing material needed for the training has always been a nightmare. Online trainings seem to take this burden off of you!

- **limited unexpected factors.** the internet is all around us. Everywhere and anytime. This is the biggest asset of transferring one's work online, given that (almost) nothing is capable of ruining their preparation and plans for an online event. Weather conditions, unforeseen obstacles, neither a pandemic itself (*this is us!*) can blow apart your plans.



**Are you already confused and unable to reach a conclusion about which of the two forms is better?**

If we take a step back and take a look at the whole picture as it was presented before, we will immediately realise that the advantages of one form of training seem to be the disadvantages of the other. For instance:

- The accessibility in online trainings from any place at any time, which does not require participants to be physically

present in the same working space at the same working time as it happens offline, is accompanied by the disadvantage of a chaotic distance that brings with it complete anonymity and therefore a somehow disingenuous participation, limiting the outcomes of a social and dynamic interaction.

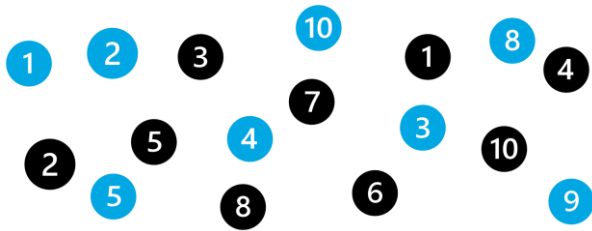
- The inevitable distance of online activities might be a good channel of miscommunication and false interpretation, as it is rather hard to convey messages and emotions in non face-to-face interactions.
- Though the risks to an online training seem to be limited as the internet is constantly all around us and doesn't require any physical activity and seems convenient and flexible, this lack of physical stimulation leads to restricted sources of learning through typing and watching.



And this is the big bet of this Guide: how to shake down these disadvantages of distant learning, how to bridge the gap of NFE methods offline and online, how to manage to make it equally effective! Let's see if we can win this!

# CHAPTER 3

## Let the numbers speak!



Though the Internet has been an inevitable part of our lives since decades, and so were its online platforms and digital tools, there is always the need for some sudden shocking event to change the river flow. Why would youth work and non-formal education be an exception to this rule?

It is a fact that the global outbreak of COVID 19 has had a profound effect on the lives of billions of people around the world. It has changed the way we work, study, travel and even how we have fun and relax. The youth workers and their organizations and institutions haven't been spared, too. As the lockdown and disease prevention measures were implemented, youth organizations were forced to adapt to a new and rapidly changing reality of working in the time of global pandemic. Almost all project activities, administration and team meetings had to be transferred online in a very short period of time, leaving organizations very little time to adapt to a new way of working.

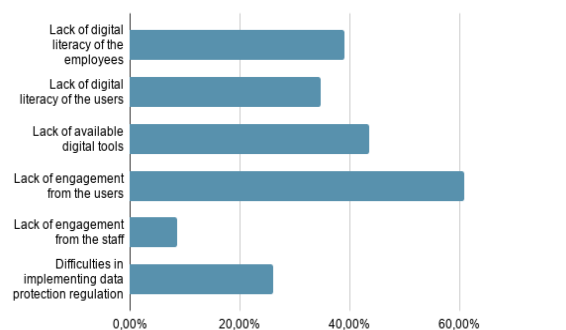
In order to determine how successful youth organisations have been in transferring their work and activities online CONNECT International has decided to launch the research *"Digital Youth Work in the Age of COVID 19"*. The research targeted youth workers and members of youth organisations with a local, regional, national and international scope of work, in

order to explore how youth work has adapted to the challenges of COVID 19. The current results of this research though, are not limited to the specific challenges of this pandemic, but generally reflect the consequences, risks and weaknesses of the process to transfer youth work and its offline habits, into the virtual world.

According to the results of this research more than half of the respondents seemed to be...rather prepared to deal with this sudden obligation to transfer their work online, as they claimed to have a specific person (employee, volunteer or other) exclusively in charge of the requirements of their digital work, including administrative tasks and implementation of online activities.

Although a percentage of 69,2 % of the respondents claimed to have managed to transfer the work of their organization online during the pandemic, the issues that arose and the problems they have suffered from seem to be more than important and worth to consider. Namely:

Difficulties in the process



Furthermore, there is no surprise to the fact that according to the research's results, implementing their activities online happened to be the most challenging part of the process with a large percentage of 76,9 % agreeing to this fact. All other

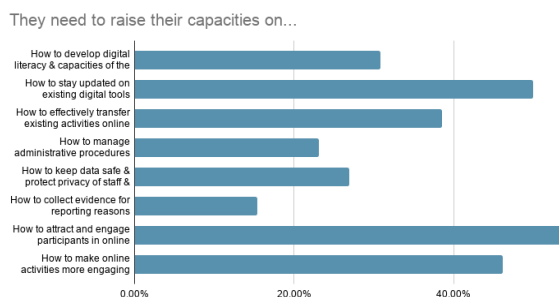


processes, including administration, fundraising, project writing, reporting, internal communication and promotion of the organization's work and activities, follow really close with almost no significant difference to the number of respondents that faced similar hardships.

According to the research, the majority of the respondents seem to have used several existing and available types of digital tools and services in order to implement online activities in their organization. Specifically, they have used:

- Social networks (Facebook, Instagram, Twitter, etc.)
- Internet conference applications (ZOOM, Microsoft Teams etc.)
- Mailing services (ex. Mailchimp)
- Messaging services (Viber, WhatsApp, etc.)
- Online classrooms (ex. Google classroom)

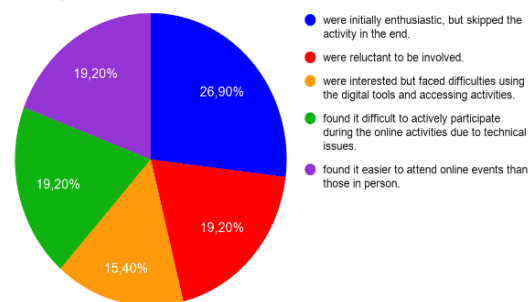
However, the respondents still claimed to have faced significant challenges and difficulties in this process, which derive from the lack of certain competencies, which they consider most useful for their organization's staff during the transfer of their work online, as is presented in the following chart:



However, as stated by the respondents to the research, the difficulties they faced while transferring their work from in-person to online, were not only related to their own lack of capacities and skills. Equally

challenging, was the adjustment of their target group - namely the young people- in the new era and the rapidly conquering digital world. The overwhelming majority of 73,10 % of the respondents admitted to have faced great difficulty in mobilising young people to attend their organization's online activities, with the main reasons responsible for this phenomenon varying among the lack of technical prerequisites for participating (owning computer or smartphone, Internet access, etc.), the lack of free time due to other online activities (school, courses, etc.), the general fatigue of the young people when it comes to online activities during the pandemic, even the inadequate promotion of the online activities. The result of the combination of these facts generated a wide range of reactions of their target group, which among all others reflects the need for improvement of NFE is applied online, and therefore the necessity for this Guide. This behavioural map is more comprehensively

Young people...

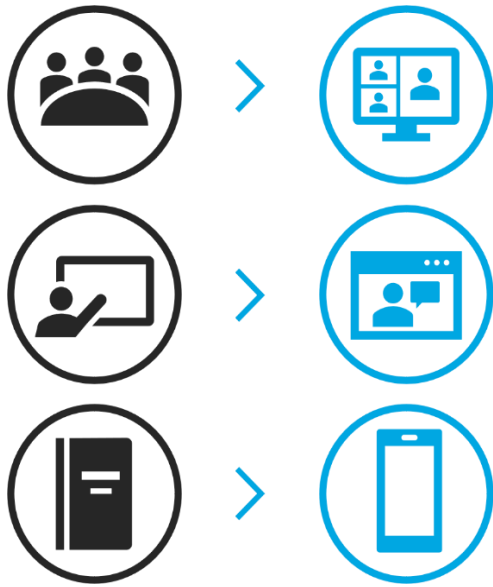


featured in the following chart:

**After this short overview of the research's results, it is time to stop theory and jump into action!**



**Let's do this!**



### **TAKE A LOOK!**

However, if you haven't yet fed your appetite regarding the impact of the COVID19 pandemic in youth work in general, don't hesitate to follow the podcast series "UNDER 30" created by the European Commission and the Council of Europe Partnership in the field of youth, at <https://eu-coe-youth-partnership.transistor.fm/>

# CHAPTER 4

## Getting ready for the showdown! Be prepared!

### PART A: **BEFORE** the activity

You are already about to start the implementation of your activity! You have everything prepared, well organized and you are looking forward to begin! To your surprise though...too many question marks seem to still hang as grey clouds in your sky...Let's clear the atmosphere once and for all!



#### ❖ *How shall participants be motivated?*

One of the most challenging issues in online activities, that can be equally challenging in in-person trainings as well, is no other than attracting participants and persuading them to participate and be actively involved in your activity. Easy to say, though sometimes hard to achieve...

First of all, it is important to prove who you are and why people should trust you! Why do you stand out as organizations, youth workers, trainers, or experts? What is your background and what kind of activities does your portfolio already include? Who are our partners and what kind of positive change have you already brought in society? Of course, these are only indicative examples of what you could include in your **professional flyer**, if you ever decided to create one in order **to promote your organization, your work, your activity** and offer a more professional and serious flavor to your effort.

Getting into more practical things now, try to stand in your participants' shoes just for a little while and try to envision what elements would catch their attention and spark off their interest for your activity, giving you also a head start against your competitors' efforts! The best way through this effort is your very first approach to them, namely your **Call for Application** - **make sure that they are interesting, attractive, fun, ingenious, outside the box, something fresh and new that would easily trigger their enthusiasm and sparkle their excitement to be part of it!**

However, essence should not be lost in the process. Ensure that your call includes a well-expressed description of your online activity and all related aspects. Present **a clear preview of the learning goals you are aiming to achieve and a detailed list of the most important results and outcomes** your activity will bring. It is important that the participants realize the added value of your online event, so that the time and effort they will devote to it proves itself worth it. Equally important in this perspective is also **to create and send them beforehand the agenda of your online event, that should be also well-defined and concrete**, so participants have a clear idea of exactly what they are engaging to.

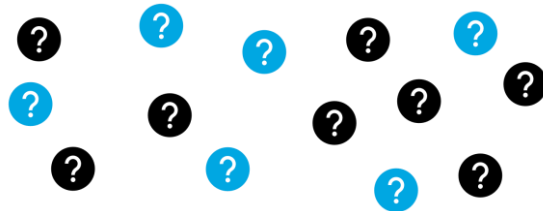
In other words, it is extremely important that you manage **to present, explain and communicate to your future participants the big picture of your online activity**, meaning all those reasons that led you develop and organize this online event in the first place and that made you -above all- believe in the importance and usefulness of its implementation. Anyway, this is the best way to create this **intrinsic motivation** in your participants that will sparkle their will to join you online!

Let's say that you finally managed to gather the number of participants required for the successful realization of your online activity. The problem now is...how do you keep them? Needless to say that online activities require no travel arrangements, bookings and other technicalities, that apart from the hardships of their preparation, also hide a huge advantage: the participants' commitment! It is rather difficult or at least rare for a participant to back out of their commitment to join your in-person activity, since all travel and accommodation arrangements are made and...paid! But what happens in online activities where these practical restrictions do not exist? How will you ensure that participants will keep their promise and actually appear in your online activity that is about to happen in a few days or weeks after they have submitted their application? Well...honestly speaking, this is something that no one can guarantee, though there are ways to limit the unpleasant cases of withdrawals.

The key action to prevent them from losing their interest is to actively engage them right from the start with the topic of your online activity. ***Send them some information relevant to the topic to be used as food for thought and research*** until the event takes place - a few interesting statistics and graphics, some catchy stories or case studies, videos, images that will keep them interested. Going one step further, you can even ***motivate them to share videos and information with other participants***, so that you spur them to initiate some internal contact with their future colleagues and develop relationships between them.

In the same philosophy, frankly to keep them active and engaged until your online event finally takes place, you could also

take the chance to involve them even more and ***motivate them to prepare concrete work results beforehand*** and present them to the other participants during your online event. This could include ***a workshop or a whole session*** - sharing tasks and responsibilities offers a sense of inclusion and engages participants even more, as they are given the chance to present themselves through their work and become "part of the team", instead of plain passive listeners. If this seems to you rather bold or doesn't match the scope of your online training, you could also plan a short ***"introductory" meeting before the actual event, in order to break the ice and give everyone the chance to share a few words about themselves***, building up the "team spirit" and a sense of belonging, that would ensure their re-appearance in your online event.



#### ❖ ***Who are these people?***

Undoubtedly, meeting online for the first time could be a little troubling and uncomfortable for some of the people, especially since there is no opportunity for some live interaction and socialization as in in-person trainings. Too many people are going to meet each other through their screens - participants, trainers, the organizing team and all others you have decided to include. How are we solving this puzzle? The options are many and quite easy to manage!

First of all, it is YOU that needs to get the ball rolling! WHO ARE YOU? ***Create a fun and exciting video about yourself*** your organization, your team, the trainers that are going to lead your online event. Show

the real people, let your participants get familiar with their faces, their voice, their speaking manners - their personality! Don't forget to also share a **short presentation of your city, the local food, the habits or other interesting features** that would make you look more approachable and familiar - the context where people live reveals a lot about who they really are!

Following that, throw yourself and the trainers that will be in charge of the event into the **"pen profile"** battle! Prepare **informal descriptions of your team, including your age and other 'hard' variables of your choice, as well as softer dimensions of yourselves such as attitudes, hobbies, lifestyle.** ATTENTION: participants don't seek for professional CVs with impersonal and dry formulations...They are looking for the funny, attractive and charming version of you that will make them want to meet you!

Then it is the participants themselves! **Ask them to prepare videos of themselves to be shared with other participants** - significantly tempt them to be fun, creative and bold! Non-formal education methods that will be included in your online training, also require thinking out of the box and supports experiential and interactive ways of learning!



Finally, when the first impressions are already made and a few bridges are built among participants, it is a great idea to **create a group on social media and include all people that will participate in the activity under any capacity: participants, team members, organizers, trainers.** You can choose any platform or application that you feel more convenient with: Viber,

WhatsApp, Facebook - it is completely up to you! Make sure you efficiently use this opportunity to keep everyone active and maintain their interest until your online event eventually takes place.



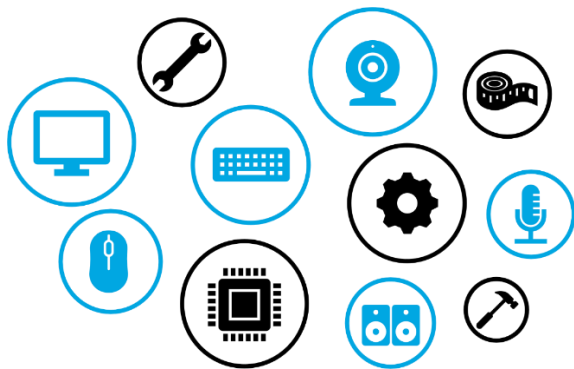
#### ❖ **What do you expect?**

Are you sure what your participants expect from their participation in your online event? Since you don't know them yet, probably not - though it is really important that you explore this issue, in order to be able to keep up with their expectations and satisfy them. But how are you going to do this since there is no such interaction before the online training? Well...

The easiest way of all is a simple google form! Prepare a **short questionnaire** that will include scoring questions (ex. *On a scale from 1 to 10, how would you rate your expectations for...*), multiple choice or verbal answers, in order **to explore the expected input, the expected methods and the expected program** and adjust your plans accordingly. ATTENTION! Don't fall in the trap of long, tiring and complicated questions as your participants will either skip them and never respond, or do it fast and by chance, led by...boredom!

Additionally, you should **encourage your participants to directly contact** a member of your team that will be dedicated for this task, via email or other channels of communication, in order to ask questions and clarifications for anything that might trouble them. In this case, make sure that you actually assign this responsibility to one specific person of your team, that will

be punctual in responding and offering assistance to your participants. Finally, discussing your participants' expectations can also be a small part of your online training itself. There is no need for much talking and wasting time, since there are a lot of exciting and unconventional digital tools to make it happen! For instance, the **Mentimeter application** offers the chance of **using a Wordcloud, where all participants can simultaneously give their input about their expectations regarding the online training and the content is presented immediately on their screens** so that everyone has a clear image of where the group is standing. If this doesn't sound familiar to you yet...no worries! We will explain all details of these digital tools later in our Guide. :)



#### ❖ **Technical troubles?**

It is a fact that no matter how prepared you and your participants are in terms of the topic and the workflow of your event, there are several technical risks lurking in online events and activities. Internet is your friend, but could easily turn to your enemy and abruptly tear your event apart. How can you limit these risks beforehand?

There is no doubt that each illness has its own cure. And who is it to rely on as a patient? Would you trust a mechanic to treat you? A salesman? A lawyer? Exactly the same is valid for the technical troubles you might face during an online event. You

only need to trust your tech-doctor, namely...**assign the technical support of your online event to a person who has the technical knowledge and experience to deal with the unexpected problems that might occur.** Make sure that this person is available all waly long and will follow your online event throughout its duration. Technical support is extremely important and will save you from a lot of anxiety and stress over technicalities, especially if you are not to be named...tech-experts!

However, reality shows that technical questions seem to repeat themselves in the majority of internet users. Therefore, it would be rather wise **to collect the most frequently asked questions and prepare easy to read tutorials** about the tools you are going to use in your event, as well as provide simple and comprehensive answers to these questions. Share these information with your participants a few days before your online event, but always leave some open space for additional questions that they might have.

Apart from the technical difficulties in the use of the digital tools and platforms though, there is one other problem that might affect the ability of your participants to take place in your online event: internet speed! It is well known that internet speed might vary from region to region, place to place, room to room or according to the number of devices that are connected in the same network at the same time. Remind your participants to ensure that they have adequate internet speed and give them advice about how they can improve it. In order to ensure that they all have satisfying levels of internet connection, you can **ask them to send you screenshots of the internet speed and check its adequacy yourselves.**

Finally, as some of your participants might not be familiar with the digital tools you are using in your online training, it is important to ***ask them to individually test the video conference software before the final event.*** This will save you a lot of time and trouble that could be wasted if their first effort to use the tool took place during your official event. If you want to offer some extra support and assistance, you can also ***invite them to a short test meeting a few days before the final event, in order to sort things out and ensure that everyone is comfortable in using these digital tools.***

## **PART B: DURING the activity**

And here we are! Your online event is about to start and there are already a million unanswered questions dazzling your mind! Are you ready? Is your team ready? **Are your participants ready???**



### **❖ Mind your manners!**

*Bon Ton* is a french term to define an elegant form or style, a sophisticated manner or an acceptable way of behaving. Although we are rather used to setting specific rules of good manners when it comes to socializing, having a meal or behaving in the working space, there is no need to be an aristocrate to apply them in all aspects of one's life! And online work is no exception to that! Therefore it is important that you set these rules of acceptable behaviour to your participants, even before the beginning of your online event, so that they are prepared and you ensure that there are no (or limited)

misunderstandings among participants during your online activity.

Here is the Bon Ton Rules of Online Work that you should ask your participants to follow!

1. **Listen actively.** - yes, it can sometimes be tiring to stare at your screen and listen to a speech or follow a presentation. However, it is YOU that chose to participate in this online event in the first place, so you probably believe that it has a lot to offer to you! Listen carefully and value every minute you spend in this event! At the end of the day...the benefit will be all yours!
2. **Do not interrupt!** we can understand that too many brilliant ideas might come to your mind or too disturbing questions might be born while someone else is speaking. Make sure you remember your polite manners and avoid interrupting the speaker - especially if your way might be considered...somehow rude! Anyway...you can always ask for permission before stopping their train of thought!
3. **Respect others' presentations.** - us people, we are all different. There are chances that you find yourselves disagreeing with one's ideas, doubting them, or terribly bored of them! This by no means gives you the freedom to disrespectfully express yourselves with or without words. Would you like watching someone yawn or ironically smile while you are unfolding your own thoughts?
4. **Mute your mic.** - for sure every participant is in a different room, place, city, even country during the online event. To be honest...no one is interested if a truck or bus is passing

outside your window, or if your phone is ringing, or if your siblings are watching TV loudly in the next room or any other condition happening around you! On the contrary, it is rather annoying to be interrupted by external sounds and it creates a babel scene. So...make sure you mute yourselves when it is not your moment to shine by speaking!

5. **Reserve a space.** - whether you join the online meeting from home or from work, unforeseen interruptions are not pleasant to anyone involved. How would you react if your roommate jumped into the room in their pjs and is seen by all other participants through your camera?! Make sure you reserve a space in your home/workplace and inform all other interested individuals that you are occupied in an online meeting.
6. **Be professional.** - working outside the office has its pros, no doubt! However...it is still **work!** Try to behave as you would in a live working space by avoiding chewing gums, eating in front of the camera, smoking, drinking or other activities that are not acceptable during a meeting - either on- or off-line.
7. **Let them know.** - are you in the uncomfortable situation that you need to turn off your camera for a while or leave the meeting early? It is preferable to let the organizers and the rest of participants know this detail beforehand, as it is not polite to leave without explaining yourselves or "break" an online activity because you need to go off camera. Inform your colleagues and give the trainers also the chance to adjust their agenda accordingly.

And since your participants receive and digest these rules - or any other additional ones you would like to bind them in your online meeting, you are ready to start the process as true...nobles!



❖ **Keep it up!**

Everything starts with great spirit and high esteem, but how do we deal with inevitable tiredness and -why not?- boredom of a long lasting event happening online? How do we keep the participants motivated and how do we stimulate their energy?

Once more everything is based on good planning. Before finalizing the agenda of your online training agenda you need to define the **needs of both "Doers" and "Watchers"**. It is a fact that not all participants will share the same level of involvement and participation - some of them might be more active, others probably more passive. Make sure that your activities address the needs of both categories, so that ***your message passes to the audience and satisfies the majority of the people.***

The most effective way to achieve this is to include **activities that are interactive, practical and fun!** Build the structure of your online training on activities that require the active involvement of your participants and don't let them turn into passive listeners - viewers of a screen. Make sure that what you have planned is practical, not too complicated and adjusted to the virtual world - you don't need participants unable to follow due to the technical demands of your agenda. And don't forget the fun part! Non-formal education methods always include the



element of joy and amusement, so once again in the online training participants need to enjoy the learning process.

On the same level, equally important is the **variety of trainers or speakers** leading your activities. People don't always like each other, neither are they attracted by the same personal characteristics. The way someone speaks and interacts, their voice and tone, even the pronunciation or the idioms of speech might not be liked by all participants. Therefore, switching speakers is the key! This change of leadership in the training, passing the floor to one another and changing the mood and type of the presentations will also...wake up those who might have already fallen asleep!

**Success stories** are also a huge driving force to keep them on the alert! There are plenty of free short online videos that can wake up the viewers' emotions, **motivate them to be more active and energetic**, to support their will, to push them towards better results and prove that NOTHING IS IMPOSSIBLE!

## TAKE A LOOK!

Watch the following [video by Nike](#) and test the results by yourselves!

Nevertheless, mental health is not the only thing that matters. Physical wellness is equally important! Although it might sound a little strange, remind your participants to **remain hydrated** through the process. **Drinking water regularly** will wake up their body cells and muscles, it will keep them fresh and dynamic.

Finally, no matter how hard you try with the previous steps, it is only one thing that is irreplaceable for the success of your online activities - **BE POSITIVE**. Luckily or not, the camera cannot hide your feelings, your temper or your mood. Try to be as positive as you can during the online event, **smile regularly, cope with the difficulties in a positive manner and keep calm!** Anyway, it is your own project, you have put a lot of effort in it and you need to enjoy the process all the way through!



### ❖ **Rise and shine!**

What if no matter how hard you try your participants seem to gradually...fall asleep? There are these awkward moments when complete silence covers your "digital" room, sleepy eyes are hazily staring at the screen, your questions and efforts to make them react are falling to the void...How do you deal with this?

Well, the digital version of your training doesn't differ a lot from the in-person one! Your first option is to slightly deviate from your scheduled agenda and drag your participants into their **engagement in practical tasks**. You can **use several tools and options** to realize this, though you can easily understand that this is also something that should be well-prepared beforehand. Nevertheless, slight changes of the agenda on the spot can also do the job!

Who said that **energizers** don't have their place in online trainings? On the contrary, they can be more fun and effective, as long as they are **properly adjusted to the online version of your training**. Don't worry! Later on our Guide you will have the chance to go

through some practical examples for the online version of energizers.

Now, if your participants remain... sleepyheads and your training seems to start falling apart, it is time for the big guns! A **break** is always welcome after a long lasting online training and everyone will definitely return more fresh and ready for action. You can **define the duration** of your break, according to the agenda, the workflow and the dynamic of your group. It would be even better if you **openly discussed it with them**. Suggest that they have a short walk or some light exercise, remind them to drink some fluids, tea or coffee, let them even have a 5-30 minute nap!

## PART C: **AFTER** the activity

Your online training is finally over and by following the steps of this Guide you managed to hold it with great success! Does this mean that everything is now over? Should you and your participants turn the page and walk towards totally different directions? Well...there are ways to keep your participants engaged and motivated even after the completion of your initial online training! And this is how...



### ❖ ***In case there are follow-up activities after the online training***

If your initial project proposal includes some online follow-up activities to be implemented after the completion of the main training, there is a high risk of participants disappearing at you and being

reluctant to be actively involved in them. Don't lose your hope! Here are some tips that can help you keep them engaged and willing to follow your plan till the very end:

### **STEP 1 - Gamification**

Applying a few typical elements of game playing, is typically a well-known online marketing technique to encourage engagement with a product or service. So, why not use it in your work as well? If you have planned to test the knowledge your participants have gained or the skills they have built through your online training, use this technique to achieve it! point scoring, competition with others, quizzes and other such fun activities will definitely catch their attention and make them be involved!



### **STEP 2 - Success stories**

As you remember, we have already used this technique in previous steps of your participants' preparation as well, though it is equally applicable in this case also. Show them some examples of other young people who are successful in the topic of your training, will motivate them use the knowledge they acquired and multiply the results of your project. In some other form of the same technique, encourage them to come back in a follow-up meeting, where they will have the chance to share with the other participants their own success stories related to the training topic and exchange experience and good practices.

### **STEP 3 - Responsibilities**

There is nothing more motivational and inspiring than including your participants in all aspects of your project's process - reporting phase included. Besides, they are your very best witnesses of the progress



and the outcomes you have achieved and therefore a helpful source of information while drafting your final reports for the donors or organizers. Give them tasks and share responsibilities with them. Feeling valuable and included, will definitely keep their motivation in high levels and bring you the desired results.

#### **STEP 4 - Personal contact**

What makes people come closer and get rid of hesitation and shyness is offering an open window for some personal touch. Since you have already spent a lot of hours together with your participants during your online training, there must be some level of connection between you. Why would you put an end to it? Encourage your participants to contact you and your team on a personal level to consult you, ask questions or discuss anything they feel like related to the topic of your project.

#### **STEP 5 - Share the experience**

People like sharing for too many reasons: to multiply their excitement about what they have experienced, to spread the word and make a change, to influence others and help them, or even to relive their memories and keep them alive. If this means sharing common experience, then people bond and remain engaged to their common goal! Cooperate with your participants to prepare some content on social media to share their experience, such as posts, memes, short videos, individual interviews etc.



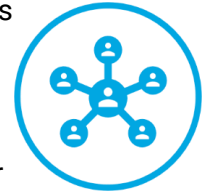
#### **STEP 6 - Communication**

Relationships cannot grow without the proper amount of communication - well said, so let's make it happen! You cannot expect your participants to remain engaged and find the courage to contact you or one another, unless you provide

them the needed communication channels. Take the initiative and create some group chats on the platform that you -and they- feel more comfortable with: viber, whatsapp, discord, or even email.

#### **STEP 7 - Knowledge transferring**

For sure, your participants have gained valuable knowledge related to the topic of your online training and developed their skills and capacities to a certain level. Why should this evolution be restricted to the small number of this target group? Encourage your participants to share what they have learned with their peers on a local level, by organizing an online seminar themselves and including also local stakeholders. Support them in the process with advice and offer them materials that have already been used or produced in your project.



#### **STEP 8 - Results**

It is true that while focused in the process, people sometimes miss the whole picture of the results they have produced and the goals they have reached. It is your task to send to your participants videos, photos or other evidence of the progress they have made and the outcomes they have achieved in your online training.





### ❖ ***In case there are NO follow-up activities after the online training***

On the other hand, your online project may not include any follow-up activities and it is completely over the moment the online training is completed. So...it's the finale. It's the last impression. And...there is no doubt that a bad dessert can ruin the meal. What can you do to avoid it?

#### **STEP 1 - Memories**

Imagine your participants, 5 months after your online training, sitting at their office to write something down and picking a pen with your training's logo on it. What a sweet smile would shine on their face with all the good memories brought in mind? Keep your participants motivated by offering them some memorable souvenirs that they can use in their everyday life: pencils, writing blocks, coffee mugs, t-shirts, USBs etc. If the budget allows it, you can even inspire them to come back by sending them some memorable goods as well.

#### **STEP 2 - Support**

You are the experts on the topic of your online training. You own the knowledge, the experience, the materials, the know- žhow. Become their mentors and support them by sharing information, tools and templates that could be useful in their work related to your training's topic. Besides...knowledge is lost, unless shared!



#### **STEP 3 - Communication**

Although keeping in touch can be easy or hard according to your training's level (is it on local, national or international level?), it is important that you set a certain communication channel, through which your participants can stay in touch, seek support among each other or cooperate in the future. Encourage them to keep contact as a group or in smaller teams - as they wish!

#### **STEP 4 - Evaluation**

You definitely want to know your participants' impressions and need their feedback for your improvement, but they also need to feel that their opinion counts and their voice is heard. Create some evaluation forms, send them to your participants and let them express themselves and make some comments on their experience.



#### **STEP 5 - Newsletter**

No matter how detailed or informative your online training was, it is impossible that it has completely covered all aspects of the topic. There is always more to elaborate and new information come up daily. Create a newsletter list with new opportunities on the topic and invite your participants to join the list.

#### **STEP 6 - Follow up**

Since they have acquired the needed knowledge and have ensured your support, encourage your participants to organize and implement some follow up activities to present the outcomes of your online training and pass the knowledge to their colleagues in their organizations regarding the topic of your training.



### **STEP 7 - Content creation**

Your participants have been the protagonists of your online training and their hard work resulted in great outcomes and important content related to the topic. Encourage them to create small presentations or short videos about some important key points they have learned in your training and use them in the future, as well as for promoting reasons.

### **STEP 8 - Thank you!**

It doesn't take a lot to be polite and show your good manners. Your participants accepted your invitation for this online training, joined your journey from the beginning to its end and devoted their time, effort and ideas to accompany you in your effort to reach your project's goals and objectives. And you have all collaboratively succeeded! The least you can do to honor this experience is to simply thank them for coming along through a note, an email or any other more creative way you can think of!



# CHAPTER 5

## Show me how IT works!

### PART A: Presentation

Although “presentations” sound rather boring and trite, there is always a way to make them more interesting and fun during your online trainings by using certain tools to give them a sense of non-formality and adjust them to the needs of your online project. Here are a few ideas:

#### 1. **Prezi** ([www.prezi.com](http://www.prezi.com))

Prezi Initially debuted as the PowerPoint antithesis. This presentation software was meant to right every wrong of a typical corporate slideshow. Instead of sequential slides, it gives you a canvas to lay out ideas and information, mindmap-style. Instead of hokey transitions, Prezi zooms in and out on your canvas with a virtual camera. In the years since, Prezi has mostly kept up with the pace of the digital world, adding new modes and tools for presenting, including video. You can record yourself delivering a speech and add graphics and text. Prezi is no wall but a lightweight video editing application, and it's positioned as a companion to PowerPoint more than a replacement. Prezi is an Editors' Choice and a great alternative if you've never felt a kinship with traditional slidedeck.

PROS	CONS
Dynamic formats	Confusing plans and pricing
Can make talking head videos	Some tools lack precision
Creates lively and graphics-rich presentations	No chat for collaborators

#### 2. **Canva** ([www.canva.com](http://www.canva.com))

Canva is aiming to be your one-stop shop for everything related to graphic design – it wants to help you get the best results in return for the time and effort you can invest, and with that in mind it's suitable for those who find premium alternatives a bit too daunting. The app covers an impressive number of use cases and comes packed with an impressive number of features too, whether you need to add text and stickers to a photo or completely revamp the theme of a brochure.

PROS	CONS
Huge number of templates and graphics	The best features require a subscription
Can create any kind of visual project	Advanced users will need more options
Intuitive interface that is easy to navigate	Doesn't work when you are offline

#### 3. **Visme** ([www.visme.com](http://www.visme.com))

Visme is an all-in-one content creation tool that lets you create and share beautiful content – including engaging presentations, infographics, documents, videos, and graphics – with little to no design skills. Made for non-designers but still powerful enough for graphic designers, Visme combines simplicity, flexibility, and interactive features, so you have everything you need to create an engaging content your audience will love. It's like Canva, PowerPoint, and Prezi, all rolled into one. Create interesting infographics and

interactive presentations, as well as beautiful documents.

### TIP!

If you are looking for more, check out the additional options of Google Slides ([www.google.com/slides/about/](http://www.google.com/slides/about/)) and Genially ([www.genial.ly/](http://www.genial.ly/)).

## PART B: Working Group

Easy as it is to divide participants in smaller groups that will work parallelly in in-person trainings, this task might seem a bit more complicated during your online activities. Time to live the trouble aside, by checking out the following tools:

### 1. Wonder.me ([www.wonder.me](http://www.wonder.me))

Wonder is a virtual space where people can meet and talk. Guests can see who is speaking to whom. They move their avatars around with their mouse and in order to join a conversation, they move closer to somebody else's avatar. To leave it, they just have to move away. Simple as that! As host, you can share content with all guests, or just those in a certain area. Broadcast your video, your screen, or any other media. Setting up an event is like preparing a physical venue - with a magic wand: set up areas, define content or topics and define how guests can interact.

### 2. Monday ([www.monday.com](http://www.monday.com))

Monday.com, formerly known as *dapulse*, is an online collaboration app. Teams use it to organize and keep track of their work. Is it a project management app? Strictly speaking, no – but we can see why someone might call it that (more to come on this). Really, it's more like a collection of

highly customized spreadsheets in which everyone on a team logs the tasks they need to complete and updates them with status reports and other relevant information. In this way, every team member can see all active tasks and their progress, making it easy to pass work from one person to the next or jump in quickly if someone is suddenly unavailable. Monday.com has a modern and attractive interface, and it's fairly easy to use. Considering similar apps offer a free tier of service and more straightforward subscription options though, Monday.com could be more competitive.

PROS	CONS
Modern UI	Unnecessarily confusing pricing and plans
Highly customizable	
Offers in-app automations	14-day trial insufficient to learn the app
Includes templates	

### 3. Trello ([www.trello.com](http://www.trello.com))

Trello is an eye-catching, fun, and intuitive app that helps people collaborate around work. The biggest challenge to using it, is deciding whether it is the right kind of collaboration app to manage your work. Trello is best described as a kanban board app, a software category that is best for organizing, coordinating, and tracking work as it moves through a workflow among a group of people. It isn't a great app for traditional project management though. Still, Trello's selling points are its ease of use and its ability to share Trello boards with external collaborators.

PROS	CONS
Flexible and customizable kanban app	No Gantt charts
Offers desktop apps and mobile apps	No time-tracking
Intuitive interface	No progress reports
	No billing functions

## PART C: Teamwork

And how could you manage the rush of ideas and opinions offered by your team members during your planning process? With no flipcharts, post-it notes or other tangible tools, this process is still easy to manage by choosing one of the following alternatives:

### 1. Slack ([www.slack.com](http://www.slack.com))

There's plenty to love about Slack. This top business messaging app lets people punt on internal email. You can message with colleagues and partners concisely, whether you're chatting in real time or asynchronously. Slack is more spirited than many other forms of business communication, too. New changes to the interface now make it more intuitive for new users.

PROS	CONS
Rich set of tools and options	Expensive in higher tier
Highly customizable	
Integrates with many other collaboration and office tools	Audio and video call quality need improvements

### 2. Lucid.app ([www.lucid.co](http://www.lucid.co))

Lucid provides the clarity and connectedness that helps teams collaborate, dream, and build in real time. Through visual collaboration, teams gain the context and understanding that gives them a clear path forward. Remote teams work together seamlessly, as if they are in the same space. Lucid*spark* is the virtual whiteboard where ideas ignite, helping teams brainstorm their best ideas and bring them to life. Lucid*chart* is for intelligent diagramming for teams, information, and processes that drives better decisions in every area of your business.

### 3. Jamboard

([jamboard.google.com](http://jamboard.google.com))

The tools included in Jamboard are meant to combine business collaboration and video conferencing software with a digital whiteboard to enable local and remote personnel to collaborate during meetings. Neither tool comes with much local storage, as users are not expected to save documents on the device itself but rather in the cloud.

PROS	CONS
4K screen	Can't work on two different apps at once
	Doesn't feature intelligent webcam functionality
Access to whiteboard content via Android and iOS apps	Can't incorporate additional apps
	Multiple failed video and Broadcast attempts



## PART D: Polling

Time to vote! For sure, raising hands is no option when in an online activity: it can be confusing and there is no way to ensure anonymity as well. Don't worry! Here is how you can do it:

### 1. **EasyPolls** ([www.easypolls.net](http://www.easypolls.net))

EasyPolls is a user-friendly tool for creating online polls. It is free to use for everyone! Yes, there are premium features that cost a little, but you can create great polls without paying anything.

### 2. **Mentimeter** ([www.mentimeter.com](http://www.mentimeter.com))

Mentimeter is a free-to-use, interactive presentation platform that allows real-time interaction between presenters and their audiences: making meetings enjoyable, engaging, and inclusive. Mentimeter enables leaders of lectures, corporate events, workshops, and other formal and informal meeting types, to truly engage with their audiences by providing them with easy-to-use tools to make presentations interactive.

PROS	CONS
Audio Content	No 3D Objects
Collaboration Tools	Limited slides in free version
Customizable Templates	Sometimes requires users to use 2 devices (pc and phone)
Offline Editing	

## TIP!

If you are looking for more, check out the additional options of Poll-maker ([www.poll-maker.com](http://www.poll-maker.com)), Strawpoll ([www.strawpoll.com](http://www.strawpoll.com)), Forms.app ([forms.app](http://forms.app)) and Pigeon hole (<https://pigeonhole.at/>).

## PART E: Evaluation

No matter whether your event is happening online or face-to-face, it is extremely important to go through the evaluation process, receive an overview of everything that happened, check the satisfaction of your participants and collect all the positive and negative feedback for future use. Here is how you can do it online:

### 1. **Google forms** ([www.google.com/forms](http://www.google.com/forms))

Google Forms is a survey tool that is absolutely free for individuals and businesses with a Google account. There are no limitations on surveys, questions or responses, which makes it one of the best free form builders on the market. Plus, the software includes excellent tools for collaboration. However, Google Forms does have some major shortcomings. The types of questions are limited, the survey logic isn't all that robust, and there isn't much room for customizing your forms. To some extent, you get what you pay for with this free software.

PROS	CONS
Completely free for personal use	Collaboration features are very limited
Includes basic survey logic	Only a handful of question types
Integrated with the entire G Suite ecosystem	No support for free users

**2. SurveyMonkey**  
([www.surveymonkey.com](http://www.surveymonkey.com))

SurveyMonkey is one of the most popular online survey tools, and for good reason. The platform is extremely user friendly, with a wide variety of templates and several features that speed up the survey design process. The main downside to SurveyMonkey is its pricing structure, which is expensive and forces you into an annual plan.

PROS	CONS
Extremely user-friendly design interface	Pricing forces you into an annual plan
More than 230 survey templates	Template-driven design can be annoying
Supports advanced survey logic	Free users cannot export data to Excel

**PART F: Team building**

Looking through an ice-cold screen creates huge distance among participants by itself. And you know what an obstacle this can be in non-formal education trainings. So, how can you warm up the fire? Find your answer here:

**Kahoot** ([www.kahoot.com](http://www.kahoot.com))

Kahoot! is a game-based learning platform that makes it easy to create, share and play learning games or trivia quizzes in a few steps. Creating a game of Kahoot! takes minutes! Combine quiz questions with polls, puzzles and slides in one kahoot, or use the question bank. Ace distance learning by hosting live games via video or assigning participant-paced games, where questions and answers are displayed on

the players' devices. Play during your online activity to take it to the next level!

**TIP!**

If you are looking for more, check out the additional option of *Skrill*

**PART G: Collaborative Writing & Digital Flipcharts**

One of the most important aspects of NFE trainings is group work, collaborative writing and producing contents. While in face-to-face training flipcharts, markers and paper are the tools to go through this process, in online activities things slightly change. Take a look:

**1. Google docs**

([www.google.com/docs](http://www.google.com/docs))

Google Docs is a part of the comprehensive package of online applications offered by and associated with Google. Users of Google Docs can import, create, edit and update documents and spreadsheets in various fonts and file formats, combining text with formulas, lists, tables and images.

PROS	CONS
Free, powerful, online office apps accessible from Web browsers and portable devices	Offline editing requires installation of a browser plug-in for Chrome
Visually elegant designs	
Excellent feature set	Less powerful than desktop-based suites
Effortless collaboration with easy tracking of changes made by collaborators	
Exports in multiple formats	

## 2. Awwapp ([www.awwapp.com](http://www.awwapp.com))

Touch-friendly online whiteboard for real-time collaboration and brainstorming within your team. Forget about annoying registration forms, just enter the link and start drawing immediately! Easily create, save and share your boards with your team members and participants by sharing URL links.

## 3. Miro ([www.miro.com](http://www.miro.com))

Miro is the online collaborative whiteboarding platform that enables distributed teams to work effectively together, from brainstorming with digital sticky notes to planning and managing agile workflows. With Miro you can take advantage of a full set of collaboration capabilities, including video, chat, presentation, and sharing, to make cross-functional teamwork effortless and collaboration easier. Empower your design, development, and engineering teams to align and innovate in a platform that makes it all possible in real-time. Create concepts, map user stories or participants journeys, or conduct roadmap planning easily, enabling you to focus on delivering the right services for your participants.

### TIP!

If you are looking for more, check out the additional options of Dropbox (<https://www.dropbox.com/>), Mural (<https://www.mural.co/>), Sketchboard (<https://sketchboard.io/>) or Concept board (<https://conceptboard.com/>).

## PART H: Meeting tools

Finally, if you are still looking for the right platform or application to host your online meeting, and you want to avoid the most common tools such as **Google meet** (<https://meet.google.com/>) and **Zoom** (<https://zoom.us/>) either because they don't fit needs of your online training or because you are looking for something more advanced, there are still many options that can take you out of trouble. Give yourself some time to explore other available tools such as **Gotomeet** (<https://www.gotomeet.me/>), **Jitsi meet** (<https://jitsi.org/jitsi-meet/>) or **Gather.town** (<https://gather.town/>) and be sure of one thing: the harder you search, the more options you will find to match your needs and help you host a super successful, fun and interactive online training!



# CHAPTER 6

## Make it real!

Now that you have gone through all these useful information, tips and guidelines on how to apply your NFE methods in your online training, do you feel more confident on how to bring your project to life? Certainly! Nevertheless, theory from practice can sometimes feel a little distant - so, we couldn't let it be! Here are some examples of NFE activities that are adjusted in a way that they can be applied in online trainings, using the digital tools that have already been presented in this Guide, to show you the way and make your life easier! At the end of the example you will also find the link to a demonstration of the in-person version of each exercise or other related videos to help you out.

## PART A: Debating

<b>Themes:</b>	<b>Silent Floor</b>
<b>Group Size:</b>	5-25
<b>Time:</b>	15 min
<b>Overview:</b>	<p>All participants are asked to write down ideas on the topic. Everything related to the general topic is allowed, the goal is to get impressions on the topic.</p> <p>The participants are asked to go to the jamboard and collect ideas on sticky notes. Colors or different placing on the board can be used to separate ideas by topic.</p>
<b>Objectives:</b>	Collect ideas, brainstorming on a topic, to generate many creative ideas to answer a specific goal
<b>Materials:</b>	<i>Google Jamboard</i>
<b>Preparation:</b>	<p>Familiarize yourself with Google Jamboard (if you haven't used it before).</p> <p>Set up Google Jamboard and send invitations to participants. Test the invitation link beforehand.</p>
<b>Instructions:</b>	<p>Introduce a topic in the training. Elaborate on this topic and give some example views on it. Ask the participants to form an opinion on the question that you are assigning them. It is important to encourage participants to think outside of the box and be creative on finding new associations on the topic/question that you want them to work on.</p> <p>Introduce Google Jamboard. Explain the functionality and screenshare your desktop to demonstrate how to enter a jamboard, create a note, move it around and how to organize the notes on the board.</p> <p>Afterwards, end the screen recording and send the link to the jamboard</p>

	<p>to the participants. Remind them that they have 15 minutes to fill out all they want and then return to the meeting. While your participants are collecting ideas, monitor all the posted notes and remove any inappropriate entries. Try to arrange all ideas in a suitable order and structure it in a presentable way.</p> <p>After 15 minutes, check if all participants have returned to the group. Give them a few minutes to get back into a training mindset.</p>
<b>Debriefing and Evaluation:</b>	<p>Ask your participants how they felt during the working phase. Was it hard to come up with ideas/answers? Did they have technical difficulties? Were they limited by the input you gave them?</p> <p>Check the results of the working phase and reflect it in the group. If possible, try to group the results by general type of answer and transfer it to a more general concept. Discard any less important/ irrelevant answers. Interpret the results and try to abstract concepts from answers.</p> <p>Build up the next part of the training on the types of answers you got.</p>
<b>Link:</b>	<a href="https://www.youtube.com/watch?v=obw_aKoFWEE">https://www.youtube.com/watch?v=obw_aKoFWEE</a>

<b>Themes:</b>	<b>World café</b>
<b>Group Size:</b>	10-25
<b>Time:</b>	45-60 min
<b>Overview:</b>	Participants are split up in 3-5 smaller groups. Every group is put in a zoom breakout room and is given a topic to discuss. All their input needs to be documented and written down. After 10-15 min, the groups rotate, with one participant per group, called the host, staying behind to explain previous contents to the new group members. After everybody visits every group, everybody comes back to the main room.
<b>Objectives:</b>	To connect a diverse group of participants in order to exchange knowledge and ideas with each other on different topics
<b>Materials:</b>	<i>Zoom (breakout room), Google Docs</i>
<b>Preparation:</b>	Familiarize yourself with Zoom (if you haven't used it before). Set up Zoom, set up Breakout rooms and topics, send the link to participants. Prepare topics for the different "Breakout rooms", for example questions, key words or quotes. It is up to the trainer if participants should work with different questions/topics in the different rooms or work with the same topic in each room.
<b>Instructions:</b>	Send the Zoom link to the participants and give them access to the video call. Start with a warm welcome and an introduction to the World Café

	<p>process, setting the context, sharing the Cafe Etiquette, and putting participants at ease. Explain the use of breakout rooms, and make the timeframe clear. Afterwards, share a link to a Google Docs document with your participants, where every question is documented and accompanied by fields for the groups to write down their names and discussion outcomes.</p> <p>The process begins with the first of three or more ten-minute rounds of conversation for small groups of four (five maximum) people which can move into the breakout rooms. At the end of the ten minutes, bring back all participants to the main room. They may or may not choose to decide on one person as the “table host” for the next round, who returns to the room to welcome the next group and briefly fill them in on what happened in the previous round. In the main group, inform participants about the next question/ topic. Afterwards, each member of the group moves to a different breakout room.</p> <p>Each round is prefaced with a question specially crafted for the specific context and desired purpose of the World Café. The same questions can be used for more than one round, or they may build upon each other to focus the conversation or guide its direction. Aske your participants to document their discussions and outcomes in the previously shared document.</p> <p>After the last round, bring the participants back to the main group for one last time and start evaluation.</p> <p style="text-align: center;"><i>Google Docs Example</i></p> <p><b>QUESTION 1</b></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">GROUP 1 [name]</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">GROUP 2 [name]</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">GROUP 3 [name]</div> <div style="border: 1px solid black; padding: 5px;">GROUP 4 [name]</div>
<p><b>Debriefing and Evaluation:</b></p>	<p>Ask your participants how they felt during the working phase. How was the atmosphere in the group? Did they have technical difficulties? Were they limited by the input you gave them? Did they share responsibilities to document in their group?</p>

	<p>Check the results of the working phase and reflect it in the group. Compare the results of the different groups. Involve the participants in finding reasons for the differences. If there are vastly different answers/solutions, use it to start a controlled discussion in the group. Ask participants on the reasons why they answered the way they did, what they think of the other answers.</p> <p>Try to abstract more general answers to the topic and fit them in the bigger picture.</p> <p>Build up the next part of the training on the types of answers you got. Use the answers you got throughout the rest of the training and relate later progress to the outcome of the method work.</p>
<b>Link:</b>	<a href="https://europa.eu/youth/node/61440_mk">https://europa.eu/youth/node/61440_mk</a>

<b>Themes:</b>	<b>Fish bowl</b>
<b>Group Size:</b>	15-25
<b>Time:</b>	45 min
<b>Overview:</b>	One or more topics are discussed in an always changing circle of participants. Three participants of the group have the opportunity to debate on a topic, while the other members of the group are actively listening.
<b>Objectives:</b>	Debate a topic in a smaller group. The objective is not to reach consensus but to generate conversation between participants, and to share opinions and explore new ideas.
<b>Materials:</b>	<i>Zoom</i>
<b>Preparation:</b>	<p>Familiarize yourself with Zoom (if you haven't used it before). Set up Zoom and send the link to the participants. Know how to mute participants and how to switch off their camera. Find out how only participants with active video are shown on the screen and prepare to explain this to the participants.</p> <p>Prepare questions or topics on which the group has to debate. You should always have some more input on hand if a discussion is not starting properly.</p>
<b>Instructions:</b>	<p>Explain the concept of a fishbowl discussion to your participants. Elaborate on the idea that a small group of three is discussing while everybody else is silent. Show your participants how to raise the "digital hand" in Zoom to signal the wish to replace one of the three. Guide them to only show participants with active video feed in their Zoom view.</p> <p>Ask all participants to turn off their video and microphone. If somebody does not follow the instructions, use your rights as an administrator to</p>

	<p>do so.</p> <p>Present the first question/ topic and ask for the first three people to start debating. Whoever wants to comment or discuss the question/ statement, turns on their video and microphone until all three spots are taken.</p> <p>Let the small group discuss the topic until you feel like everything has been said. Be ready to intervene if the discussion is getting personal/ emotional by steering the debate in another direction or by asking the next question. If you feel like the small group is not changing, encourage participants to raise their digital hand and join the group.</p> <p>As soon as somebody raises their hand, he/ she has to turn on the video and ask one of the other three debaters to leave the fish bowl by turning off their audio and video. Afterwards the discussion just continues.</p> <p>A possible variation to this method is to replace the participants of the small group every 5 or 10 minutes and open up for new participants to take the spot instead of having a constant change of debaters.</p> <p>After all prepared questions have been asked or the engagement of the group is declining, end the debating phase and go into debriefing and evaluation.</p>
<b>Debriefing and Evaluation:</b>	<p>Ask all participants to return to turning on video and audio. Remind them that it is okay to have different opinions on a topic and that there does not need to be an absolute solution. Ask the participants how they felt during the discussion and how it is afterwards. Focus on the participants that have not taken part in the fishbowl. Ask them for impressions and opinions.</p> <p>Talk about the results of the debate. Analyse the different questions separately and try to abstract it to the general topic. Build up the next part of the training on the types of answers you got. Use the answers you got throughout the rest of the training and relate later progress to the outcome of the method work.</p>
<b>Link:</b>	<p><a href="https://en.wikipedia.org/wiki/Fishbowl_(conversation)">https://en.wikipedia.org/wiki/Fishbowl_(conversation)</a>  <a href="https://www.barbaracv.com/blog/a-virtual-fishbowl/">https://www.barbaracv.com/blog/a-virtual-fishbowl/</a></p>

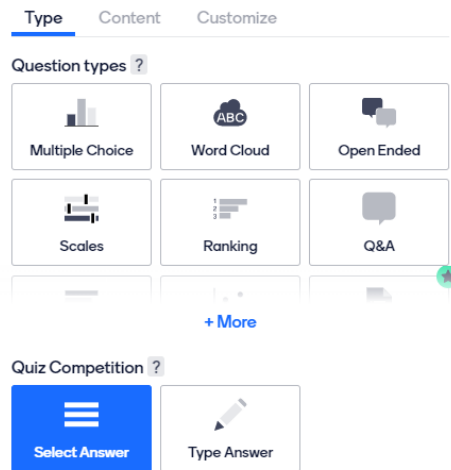
## PART B: Experiencing

<b>Name</b>	<b>Step Forward</b>
<b>Themes:</b>	Role-play, simulation, empathy
<b>Group Size:</b>	5-15
<b>Time:</b>	30 min

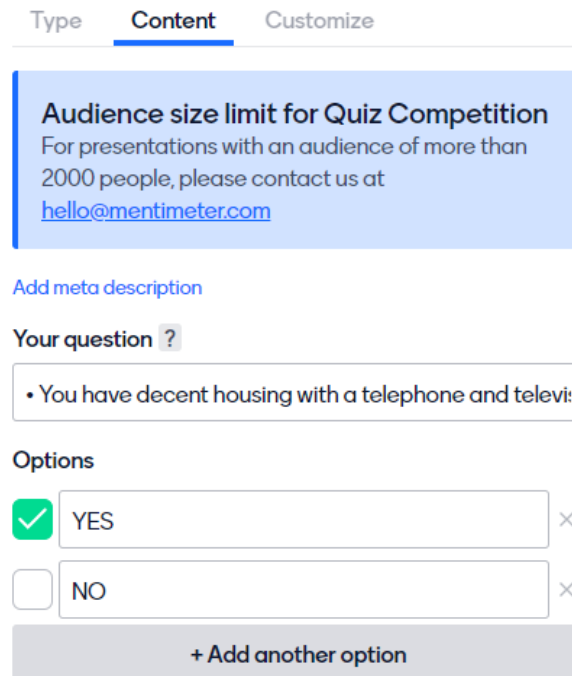


<b>Overview:</b>	Participants use menti.com to simulate the Step Forward activity by answering questions shown on the screen. After every question, they see the leaderboard with the points, which represents their place in society based on their role/story.
<b>Objectives:</b>	<p>Simulate an offline version of a game where participants move one step forward for each “Yes” they click on and then after the question they can see how far they got based on the leaderboard.</p> <p>Stimulate empathy through a fun interactive online tool.</p>
<b>Materials:</b>	<p><b>Mentimeter</b></p> <p>Predetermined roles/stories that should be given to participants before the start.</p> <p>Questions for participants.</p>
<b>Preparation:</b>	<p>The trainer should create stories/roles that will be randomly assigned to participants.</p> <p>Find the easiest way for them to privately send them randomized roles.</p> <ol style="list-style-type: none"> <li>1. Create your own list of situations, here is an example: <ul style="list-style-type: none"> <li>• You have never encountered any serious financial difficulty.</li> <li>• You have decent housing with a telephone and television.</li> <li>• You feel your language, religion and culture are respected in the society where you live.</li> <li>• You feel that your opinion on social and political issues matters and your views are listened to.</li> <li>• Other people consult you about different issues.</li> <li>• You are not afraid of being stopped by the police.</li> <li>• You know where to turn for advice and help if you need it.</li> <li>• You have never felt discriminated against because of your origin.</li> <li>• You have adequate social and medical protection for your needs.</li> <li>• You can go away on holiday once a year.</li> <li>• You can invite friends for dinner at home.</li> <li>• You have an interesting life and you are positive about your future.</li> <li>• You feel you can study and follow the profession of your choice.</li> <li>• You are not afraid of being harassed or attacked in the streets, or in the media.</li> <li>• You can vote in national and local elections.</li> <li>• You can celebrate the most important religious festivals with your relatives and close friends.</li> <li>• You can participate in an international seminar abroad.</li> <li>• You can go to the cinema or the theatre at least once a week.</li> <li>• You are not afraid for the future of your children.</li> <li>• You can buy new clothes at least once every three months.</li> <li>• You can fall in love with the person of your choice.</li> <li>• You feel that your competence is appreciated and respected in the society where you live.</li> <li>• You can use and benefit from the Internet.</li> <li>• You are not afraid of the consequences of climate change.</li> <li>• You are free to use any site on the Internet without fear of censorship.</li> </ul> </li> </ol>

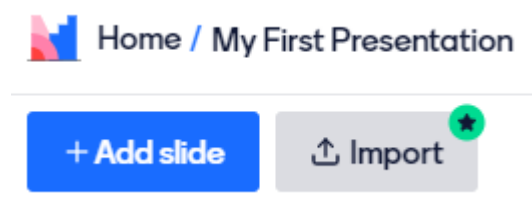
2. Go to [mentimeter.com](https://www.mentimeter.com) and register or login yourself.
3. Create a mentimeter presentation that includes every situation as a Type - Select Answer :



4. Edit the content. The question should have the situation that participants will answer as YES or NO. Make sure to select with the tick that the correct answer is YES.



5. After editing the question, click the blue button Add Slide to add another slide.

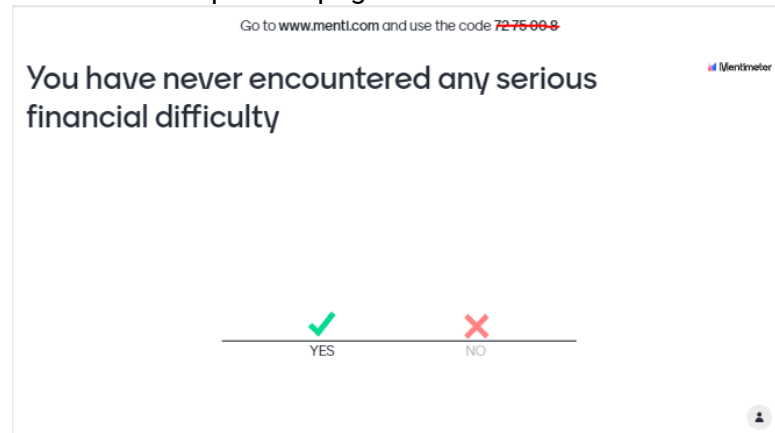


6. Make sure that there's a Leaderboard between each question. Normally these type of slides are added automatically, so you don't have to add them.



**Instructions**

Create a mentimeter presentation that includes every question planned. Share the stories and mentimeter code for participants. The code is shown in the top of the page.



Ask them to begin to get into roles. To help, read out some of the following questions, pausing after each one, to give people time to reflect and build up a picture of themselves and their lives:

- What was your childhood like? What sort of house did you live in? What kind of games did you play? What sort of work did your parents do?
- What is your everyday life like now? Where do you socialise? What do you do in the morning, in the afternoon, in the evening?
- What sort of lifestyle do you have? Where do you live? How much money do you earn each month? What do you do in your leisure time? What do you do on your holidays?
- What excites you and what are you afraid of?

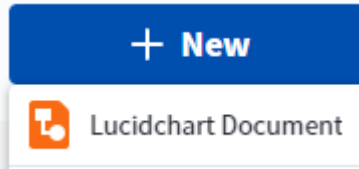
Now ask people to remain absolutely silent as they line up beside each other (like on a starting line).

Tell the participants that you are going to read out a list of situations or events. Every time that they can click "yes" to the statement, they are taking a step forward. Otherwise, they click "no" and stay where they are.

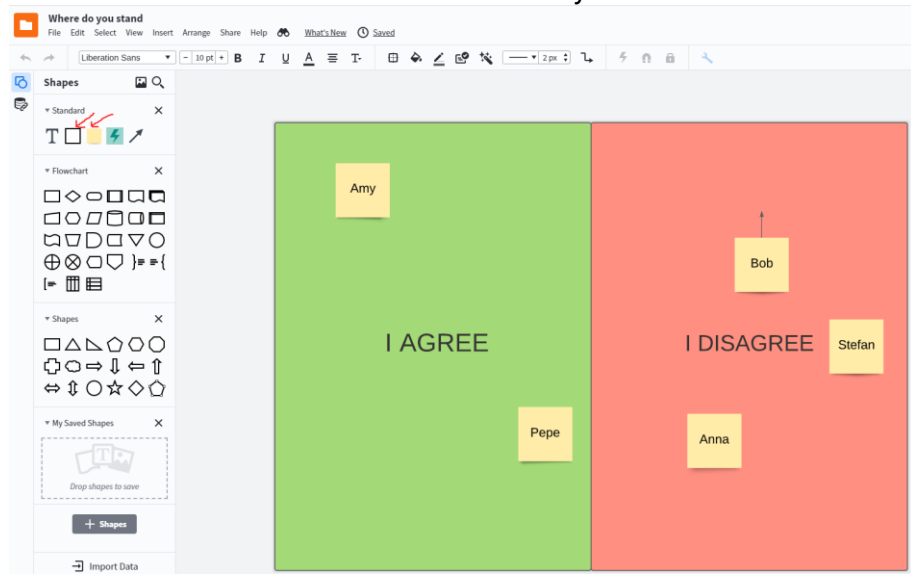
Read out the situations one at a time. Pause for a while between each statement to allow people time to click and "step forward" and to look

	around to take note of their positions relative to each other. At the end invite everyone to take note of their final positions. Then give them a couple of minutes to come out of the role before debriefing in plenary.
<b>Debriefing &amp; evaluation</b>	<p>Start by asking participants about what happened and how they feel about the activity and then go on to talk about the issues raised and what they learnt.</p> <ul style="list-style-type: none"> <li>• How did people feel stepping forward - or not?</li> <li>• For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were?</li> <li>• Did anyone feel that there were moments when their basic human rights were being ignored?</li> <li>• Can people guess each other's roles? (Let people reveal their roles during this part of the discussion)</li> <li>• How easy or difficult was it to play the different roles? How did they imagine what the person they were playing was like?</li> <li>• Does the exercise mirror society in some way? How?</li> <li>• Which human rights are at stake for each of the roles? Could anyone say that their human rights were not being respected or that they did not have access to them?</li> <li>• What first steps could be taken to address the inequalities in society?</li> </ul>
<b>Link:</b>	www.mentimeter.com

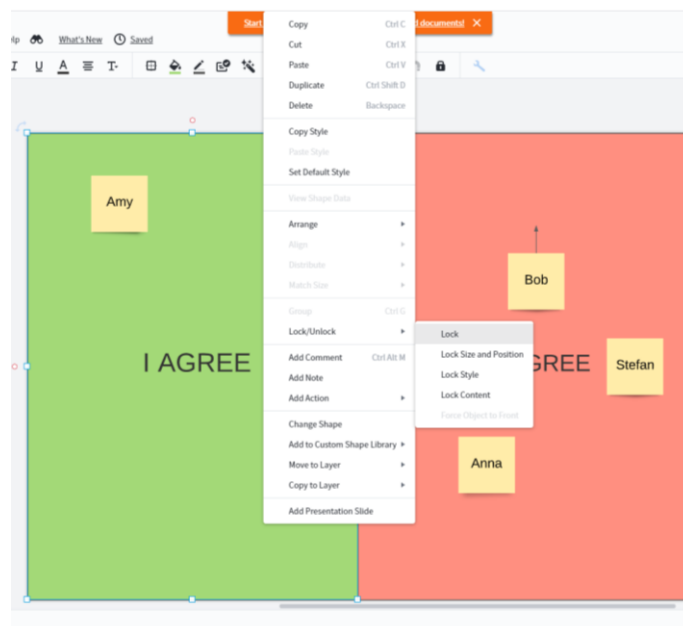
<b>Name</b>	<b>Where do you stand</b>
<b>Themes:</b>	Role-play, simulation, empathy
<b>Group Size:</b>	5-20
<b>Time:</b>	30 min
<b>Overview:</b>	Participants log into the premade template of the whiteboard through lucid.app. Premade template is actually a green (I agree) and red (I disagree) space, where participants move their names based on where they stand on given questions.
<b>Objectives:</b>	<p>Simulate IRL (in real life) version of a game where participants move to the "I agree" or "I disagree" of different sentences.</p> <ul style="list-style-type: none"> <li>• To understand the differences between civil and political rights, and social and economic rights</li> <li>• To use and develop skills of discussion and argumentation</li> <li>• To foster respect and open mindedness</li> </ul>
<b>Materials:</b>	<b>lucid.app</b> Statement to be shared
<b>Preparation:</b>	<ol style="list-style-type: none"> <li>1. Login or Register in <a href="https://lucid.app/">https://lucid.app/</a></li> <li>2. Create a new LucidChart document.</li> </ol>



3. From a blank document, just add a block for I AGREE and another for I DISAGREE. For each person to be on one side or the other of the chart, sticky notes with names will be used. Each person will move their own sticky notes. Just the elements with red arrows will be used: The block and the sticky note.



4. Once we have all names and each block prepared, the next step is to lock the blocks, so no one can move them. Press right click under the I AGREE block and select lock.



Repeat the same process for the I DISAGREE block

## Instructions

- Share a link to participants with your premade lucid.app

	<p>whiteboard.</p> <ul style="list-style-type: none"> <li>- Wait for everyone to join.</li> <li>- Let participants create sticky notes with their names.</li> <li>- Explain that they should be respectful and are allowed to move just their names.</li> <li>- Explain that being far left or far right means that you more strongly agree or strongly disagree.</li> <li>- Ask them questions that you have prepared.</li> <li>- After every question, wait a few moments for participants to move their sticky notes to positions they are comfortable with.</li> <li>- Discuss about the question and why certain participants are exactly in that position.</li> </ul>
<b>Debriefing &amp; evaluation</b>	<p>Begin with reviewing the activity itself and then go on to discuss what people learnt.</p> <ul style="list-style-type: none"> <li>• Were there any questions that people found impossible to answer – either because it was difficult to make up their own mind, or because the question was badly phrased?</li> <li>• Why did people change position during the discussions?</li> <li>• Were people surprised by the extent of disagreement on the issues?</li> <li>• Does it matter if we disagree about human rights?</li> <li>• Do you think there are "right" and "wrong" answers to the different statements, or is it just a matter of personal opinion?</li> <li>• Might it ever be possible for everyone to reach agreement about human rights?</li> <li>• Is there a fundamental difference between the (first) two "generations" of human rights: civil and political rights and social and economic rights? Is it possible to say which of these are more important?</li> <li>• Do we need any more rights? Could there be a third generation of rights? What?</li> </ul>
<b>Link:</b>	<p><a href="http://www.lucid.app">www.lucid.app</a>  <a href="https://www.coe.int/en/web/compass/where-do-you-stand-">https://www.coe.int/en/web/compass/where-do-you-stand-</a></p>

<b>Name</b>	<b>Can I come in</b>
<b>Themes:</b>	Role-play, simulation, Empathy
<b>Group Size:</b>	10-20
<b>Time:</b>	60 min
<b>Overview:</b>	<p>This is a role-play about a group of refugees trying to escape to another country. It addresses:</p> <ul style="list-style-type: none"> <li>• The plight of refugees</li> <li>• The social and economic arguments for giving and denying asylum</li> </ul>
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>• To develop knowledge and understanding about refugees and their rights</li> <li>• To practise skills to present arguments and make judgements</li> </ul>

	<ul style="list-style-type: none"> <li>• To promote solidarity with people who are suddenly forced to flee their homes.</li> </ul>
<b>Materials:</b>	<p><b>Google drive</b> <b>Mozilla Hubs</b></p> <p>Computer or mobile phone with browser (no apps needed) Role cards could be similar to the ones <a href="#">here</a>. They can be shared via document, photo or any other kind of way to make them visible for participants. We recommend uploading the photo or document to <a href="#">Google Drive</a> and sharing the link to participants.</p>
<b>Preparation:</b>	<ol style="list-style-type: none"> <li>1. Go to <a href="https://hubs.mozilla.com/">https://hubs.mozilla.com/</a></li> <li>2. Create a Room</li> <li>3. Select a scene. Search "Hubs commons", which is the best one in terms of capacity and performance. Other scenes that could work out are "Gathering Hall" or "Round Table Room".</li> <li>4. Click the button share to get the link for participants to join.</li> </ol>
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Divide the participants into three groups: one group to represent the refugees, the second group to represent the border officials in country Y, and the third group to be observers.</li> <li>2. Tell the "refugees" and the "border officials" to work out a role for each person and what their arguments will be. Advise the observers about giving feedback. Distribute the role cards.</li> <li>3. Share the link with the participants. They will come to the game.</li> <li>4. Show people the set-up and explain the scenario. Tell them that they are on the border between countries X and Y. A large number of refugees have arrived. They want to cross into Y. They are hungry, tired and cold and have travelled a long way from their home countries, P; Q and R. Some have a little money and only a few have identification documents or passports. The border officials from country Y have different points of view about the situation. The refugees are desperate, and use several arguments to try to persuade the border officials to let them in. "Give people fifteen minutes to prepare.</li> <li>5. Start the role-play. Use your own judgement about when to stop.</li> <li>6. Give the observers five minutes to prepare their feedback; then start the debriefing and evaluation.</li> </ol>
<b>Debriefing &amp; evaluation</b>	<p>Start by asking the observers to give general feedback on the role-play. Then get comments from the players about how it felt to be a refugee or a border official, and then move on to a general discussion about the issues and what participants learnt.</p> <ul style="list-style-type: none"> <li>• How fair was the treatment of the refugees?</li> <li>• Refugees have a right to protection under Article 14 of the Universal Declaration of Human Rights and under the 1951 Convention Relating to the Status of Refugees. Were the refugees given their right to protection? Why/why not?</li> <li>• Should a country have the right to turn refugees away? When? For what reasons?</li> <li>• Would you turn someone away if you were a border official? What if you</li> </ul>

	<p>knew they faced death in their own country?          How are refugees met at the borders of your country? Are any of their human rights being violated? Which?          • What can and should be done to stop people becoming refugees in the first place?</p>
<b>Link:</b>	<p><a href="https://hubs.mozilla.com/">https://hubs.mozilla.com/</a>  <a href="https://www.coe.int/en/web/compass/can-i-come-in-">https://www.coe.int/en/web/compass/can-i-come-in-</a></p>

## PART C: Experiencing

<b>Themes:</b>	<b>Counting up the numbers</b>
<b>Group Size:</b>	25 - 30
<b>Time:</b>	10 - 15 min
<b>Type of exercise:</b>	<b>ENERGIZER</b>
<b>Objectives:</b>	Focus of the group, the engagement of all participants, having fun
<b>Materials:</b>	Microphone – <i>there is no need for a camera but it would be good to have one for later activities</i>
<b>Preparation:</b>	Verbal instructions from the trainer
<b>Instructions:</b>	<ol style="list-style-type: none"> <li>1. Ask participants to unmute themselves</li> <li>2. Explain the game</li> <li>3. Ask the whole group to count from one to ten (or any other number). The game goes on in a way that every participant should shout out a number, but going from one to ten. The task is to come to ten but it is not allowed for participants to shout out the number at the same time. If two or more participants shout out the same number at the same time, you need to start from the beginning.</li> </ol> <p><i><b>Tips-Option:</b> The best way is to turn off the camera so that the participants can't see each other, but it's not obligatory.</i></p> <p><i><b>Variations:</b> Depending on the group, you can make a variation to the game and for example count to 30 but in a way that participants are skipping 2 numbers. The first one shouts number one, the next one shouts four, the next seven and so on until you come up to the predefined last number (i.e. 30)</i></p> <ol style="list-style-type: none"> <li>4. Close the game with aplaus explaining that being energized was the point, not winning the game.</li> </ol>



<b>Special attention:</b>	It is on the trainer to evaluate the dynamic of the game during the game so that the trainer can adjust the game accordingly, if it is too easy or too hard for the participants.
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<b>Themes:</b>	<b>Explore the city</b>
<b>Group Size:</b>	25 - 30
<b>Time:</b>	70 min
<b>Type of exercise:</b>	<b>TEAM BUILDING</b>
<b>Objectives:</b>	Building up the feeling of belonging, making stronger connections, learning more about a city
<b>Materials:</b>	<p><b>wonder.me</b> (for working groups)  <b>google street view / google maps</b>  <b>Google Jamboard</b> (<i>as virtual flipchart or collaborative writing document</i>)  <b>kahoot!</b> (<i>for quizzes</i>)  computers, microphones, cameras</p>
<b>Preparation:</b>	<ol style="list-style-type: none"> <li>1. Find something interesting in the place where you are - it could be landmarks, buildings, restaurants, events or just something which is special for that place. Find 10 places and try to be creative so that participants find different information.</li> <li>2. Create a short intro for the game to easily explain the rules to the participants.</li> <li>3. Create questions or riddles which will lead participants to those places.</li> <li>4. On the basis of those questions or riddles, create questions for the follow up quiz on kahoot. <i>Take in consideration that the platform needs to have the option to play in groups.</i></li> <li>5. Create a communication channel for the groups so they can work together on the task.</li> <li>6. Develop a back-up plan in case something goes wrong (<i>as the activity combines many digital tools</i>).</li> <li>7. Make sure you have technical support by one of your team members.</li> </ol>
<b>Instructions:</b>	<ol style="list-style-type: none"> <li>1. Separate the participants in groups.</li> <li>2. Explain the functioning of the working groups tool and let them join the working groups.</li> <li>3. Start the game.</li> </ol>

	<ol style="list-style-type: none"> <li>4. 15 minutes before finishing, give them a reminder on the time they have left for the task</li> <li>5. End the game and make a small conversation with the participants on their experience during the game.</li> </ol>
<b>Follow-up activity:</b>	<ol style="list-style-type: none"> <li>1. Present the quiz and explain to the participants how it works.</li> <li>2. Start the quiz.</li> <li>3. Present the winners. Since you are using kahoot, the tool will present the winners and count up the points by itself. <i>If you are using some other tool, manage to make a quick response collection and present the winners of the game.</i></li> </ol>

<b>Themes:</b>	<b>Reflection time</b>
<b>Group Size:</b>	25 - 30
<b>Time:</b>	30 min
<b>Overview:</b>	This session consists of two parts: <i>BEFORE</i> and <i>AFTER</i> . In the <i>BEFORE</i> part participants will set their expectations and in the <i>AFTER</i> part, you will talk about those expectations and check if the seminar/training met them. Also, in the reflection time, let the participants talk about their key learning points during the seminar/training and check how they feel about it.
<b>Objectives:</b>	to round up the process, to evaluate and check how participants feel about the seminar
<b>Materials:</b>	<b>Jamboard</b> computers, microphone, cameras, digital
<b>Preparation:</b>	<ol style="list-style-type: none"> <li>1. Prepare the digital flipchart.</li> <li>2. Think about the key learning points that the participants could get during the training.</li> </ol>
<b>Instructions:</b>	<p><b>BEFORE</b> part:</p> <ol style="list-style-type: none"> <li>1. Show participants where they should write their expectations.</li> <li>2. Collect them (screenshot) in case the tool stops working</li> </ol> <p><b>AFTER</b> part:</p> <ol style="list-style-type: none"> <li>3. Show participants the flipchart with the written expectations (or the screenshot you took).</li> <li>4. Talk about the realized expectations and check if the experience during the seminar met their expectations</li> <li>5. Start a discussion about the key learning points they had during the seminar.</li> </ol>

# CHAPTER 7

## Conclusion

This is it! Now you have all that you need in order to successfully organize and implement your online event, training or activity, applying non-formal education methods and bringing the expected results and desired outcomes. You are ready to offer your team and your participants an amazing experience that will develop their skills, raise their capacities and expand their knowledge on the topic you have chosen!

**The only thing left to be done is to wish you...THE BEST OF LUCK!**



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