

That's clear!

INCLUSIVE NON-FORMAL EDUCATION

and

YOUTH PARTICIPATION

MODULE 4

TRAINER GUIDE



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Introduction

Module Objectives

By the end of this module, participants should be able to:

- understand the key principles of non-formal education;
- reflect on inclusion in youth work practices;
- identify conditions that support active participation;
- understand the importance of co-creation with young people;
- adapt activities to diverse audiences and needs;
- use reflective and participatory evaluation methods;
- connect plain language and inclusion with non-formal education practices.

Suggested Duration

2 to 2.5 hours

Materials Needed

- projector;
- Mentimeter or alternative interactive tool;
- flipchart or whiteboard;
- paper and pens;
- Dixit cards or other visual cards for reflection activities;
- post-it notes (optional).

Introduction to Non-Formal Education

Objective

Explore participants' understanding of non-formal education and connect it to inclusive youth work.

Trainer Introduction

"In the previous modules, we explored communication and plain language.

Now we will focus on how these principles can be applied in non-formal education and youth participation."

"We will reflect together on:

- what non-formal education means;
- how we create inclusive learning environments;
- and how young people can actively participate in the learning process."

Brainstorming Activity:

What Is Non-Formal Education?

Objective

Collect participants' perceptions and experiences of non-formal education.

Activity Setup

Use Mentimeter, post-it notes, or a flipchart.

Ask participants:

- “What are the characteristics of non-formal education?”

Possible Answers That May Emerge

- peer-to-peer learning;
- learning by doing;
- experiential learning;
- flexibility;
- participation;
- cooperation;
- no grades or competition;
- learner-centred approach;
- self-organisation;
- multiple solutions;
- active participation.

Trainer Debriefing

Summarise the discussion and connect participants' ideas to the key principles of non-formal education.

Key Characteristics of Non-Formal Education

Objective

Clarify the foundations of non-formal education.

Trainer Explanation

Present the main characteristics one by one.

Voluntary Participation

Participants choose to take part.

Explain:

- “Non-formal education relies on motivation and engagement rather than obligation.”

Learner-Centred and Participatory

The process is built around participants’ experiences and needs.

Outside Formal Systems

Non-formal education happens outside:

- schools;
- universities;
- official government curricula.

Structured but Flexible

Explain that non-formal education:

- has learning objectives;
- includes preparation and planning;

- but remains adaptable.

Inclusive and Accessible

Activities should allow participants to engage:

- at their own pace;
- in different ways;
- according to their needs and comfort levels.

Based on Experience and Reflection

Learning happens through:

- practice;
- experimentation;
- discussion;
- self-evaluation.

Recognition of Competences

Explain that non-formal learning can still be:

- recognised;
- validated;
- certified.

Mention examples such as:

- Youthpass;
- European competence frameworks.

Suggested Questions

- “What makes non-formal education different from school?”
- “What advantages does it offer?”
- “What challenges do facilitators face?”

Reflection Activity: What Does Inclusion Mean in Practice?

Objective

Reflect on practical inclusion in youth activities.

Activity Setup

Ask participants:

- “When involving young people, what does being inclusive mean in practice?”

Use:

- Mentimeter;
- small group discussions;
- brainstorming.

Key Ideas to Highlight

Everyone should be able to participate meaningfully

Activities should reduce barriers

Inclusion involves:

- room setup;
- communication style;
- materials;
- facilitation methods;
- emotional safety.

Inclusion is not only physical access

It also includes:

- emotional comfort;
- confidence;
- participation opportunities;
- respect for differences.

Trainer Emphasis

“A safe learning environment does not mean everyone is the same.

It means people feel respected, able to participate, and free from judgment.”

Possible Discussion Points

- “What barriers exist in youth activities?”
- “How can facilitators adapt participation?”
- “Can inclusion look different depending on the group?”

Empowerment and Participation

Objective

Understand the role of empowerment in inclusive youth work.

Trainer Explanation

Explain that inclusion is also about:

- helping young people trust themselves;
- valuing their ideas;
- recognising their contributions.

Key Message

“When young people feel that their voice matters, they participate more actively.”

Suggested Discussion

Ask participants:

- “How can we encourage participation from quieter young people?”
- “How do we avoid creating passive audiences?”
- “What helps young people feel useful and legitimate?”

Co-Creation With Young People

Objective

Explore participatory approaches in activity design.

Trainer Explanation

“Co-creation means involving young people from the beginning:

- in designing activities;
- choosing formats;
- creating materials;
- evaluating results.”

Key Benefits to Highlight

- Better understanding of real needs
- More relevant activities
- Increased motivation and ownership
- Development of confidence and leadership

Real Practice Examples

Participants may discuss:

- youth exchanges;
- workshops designed by young people;
- collaborative facilitation;
- peer-led activities.

Suggested Reflection Questions

- “How much space do young people currently have in your projects?”
- “What decisions could they participate in?”

- “How can organisations support youth-led initiatives?”

Adapting Activities to Participants' Needs

Objective

Reflect on flexibility and accessibility in facilitation.

Trainer Explanation

Inclusive facilitation requires:

- adapting to the group;
- observing participants' energy and needs;
- balancing structure and flexibility.

Key Practical Principles

Keep participants active

Alternate between:

- short explanations;
- practical activities;
- discussions;
- movement.

Avoid long passive listening periods

Explain:

"Some groups need:

- more interaction;
- shorter inputs;
- frequent energisers;
- regular breaks."

Suggested Discussion

- “How long can participants realistically stay focused?”
- “How do we recognise disengagement?”
- “What strategies help reactivate attention?”

Group Reflection: What Will You Take Back?

Objective

Encourage participants to identify concrete takeaways.

Activity Setup

In small groups, ask participants:

“What ideas, methods, or practices would you like to bring back to your organisation?”

Possible Themes

- involving young people in activity design;
- improving plain language;
- using energisers;
- adapting facilitation;
- increasing participation;
- using more accessible communication.

Trainer Notes

This activity also helps evaluate:

- whether the module was useful;
- what participants understood;
- what practices seem transferable.

Reflective Evaluation Activity With Visual Cards

Objective

Use creative reflection methods to evaluate the session emotionally and symbolically.

Materials

Use:

- Dixit cards;
- postcards;
- visual storytelling cards;
- illustrated images.

Instructions

Ask participants:

- “Choose one card that represents how you felt during this activity.”

Then invite each person to:

- show the card;
- explain briefly why they chose it.

Why This Activity Matters

Explain that visual reflection:

- supports emotional expression;
- encourages creativity;
- allows multiple interpretations;
- helps participants express complex feelings.

Trainer Tips

Remind participants:

- there are no right or wrong answers;
- short answers are acceptable;
- listening is as important as speaking.

Examples of Themes Participants May Mention

- openness;
- creativity;
- learning;
- confusion becoming clarity;
- collaboration;
- empowerment;
- curiosity;
- confidence;
- co-creation.

Final Conclusion

Closing Script

“Inclusive non-formal education is not only about activities.

It is about relationships, participation, communication, and empowerment.”

“Creating inclusive spaces means:

- listening carefully;
- adapting constantly;
- involving participants actively;
- and recognising everyone’s capacity to contribute.”

Final Reflection Questions

- “What is your main takeaway from this module?”
- “What would you like to experiment with in your next activity?”
- “What could become more inclusive in your organisation?”

Optional Final Evaluation

Possible formats:

- mood meter;
- word cloud;
- one-word checkout;
- visual reflection cards;
- post-it wall.