

# BOOSTING COMMUNITY-BASED TOURISM AND YOUTH WORK FOR GLOBAL SUSTAINABLE DEVELOPMENT



## TRAINING MANUAL

OPEN EDUCATIONAL RESOURCE  
NON-FORMAL LEARNING ON COMMUNITY-BASED TOURISM

PROMOZIONE INTERNAZIONALE SICILIA-MONDO

2019

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# OPEN EDUCATIONAL RESOURCE: NON-FORMAL LEARNING ON COMMUNITY-BASED TOURISM

The main aim of the Open Educational Resource is to replicate the learning experience developed and tested within the project, and thus spread the knowledge gained to a wider educational audience. The BOCOTO-educational module introduces participants to samples of non-formal learning activities, educational tools, background texts, references and direct web-based links to useful sources of information that incorporate the learning experiences as experimented during capacity building activities developed during the BOCOTO- project. The learning activities are structured to be simple and practical, along with concrete guidelines and samples that users can put into practice in their daily work and adapt to a variety of educational and community contexts around World.

<b>Title of the mobility activity:</b>	SUSTAINABLE DEVELOPMENT AND COMMUNITY-BASED TOURISM
<b>Type</b>	Training course
<b>Course organizer</b>	PRISM – Promozione Internazionale Sicilia-Mondo
<b>Name of the experts and trainers involved</b>	Fausto Amico – Trainer Zsofi Toth – Trainer
<b>Course introduction</b>	<p>The project proposes an international capacity building program that seeks to expose participants to various aspects of “community-based tourism” (CBT) and youth work from different countries and organizations from Italy, Spain, Nepal, Vietnam, Turkey, India and Kenya. Through a transnational approach, the project examines concepts and practices underpinning CBT and its potential in the youth field in all targeted local communities and regions. Perspectives on CBT is explored through a holistic concept of protection and valorisation of biodiversity, cultural diversity, local development, promotion of human rights. Through an intercultural approach, the project engages youth organizations and stakeholders to work together to develop and promote CBT as a catalyst for inclusive and sustainable economic growth, youth employment, social inclusion, well-being and poverty reduction, while at the same time protecting cultural values and the natural heritage.</p>



## Learning Objectives

The TCs aims to provide youth workers with knowledge, key competences and tools related to “community-based tourism”. Overall participants learn how:

- To understand key concepts and values related to community-based tourism and sustainable development
- To conduct analysis (SWOT analysis, market segmentation, local existing practices related to “community-based tourism” and youth work, stakeholder analysis, map of local values, traditions).
- To develop “community-based tourism” packages based on holistic discovery of cultural diversity, natural products and gastronomy, while being engaged in social and environmental projects where young people can volunteer in local community project.
- To develop pricing and promotional strategies for your “community-based tourism” packages.

## Contents

The key topics that the TC deals with, are:

- Youth work and non-formal education
- Sustainable development
- Community development
- Interculturality, Diversity and Global Citizenship
- Community-based tourism
- Project Cycle Management

## Structure of TC

- The training course includes the following activities:
- Presentation of the project
- Introduction of participants, project team and organisers
- Expectations and Group contract
- Ice-breakers and team-building activities
- Values and principles of CBT
- Agenda 2030: Sustainable Development Goals
- Intercultural dinner
- Resource mapping
- SWOT Analysis on CBT
- The concept of a sustainable community
- Intercultural tour in Palermo
- Image theatre – community needs assessment
- Learning to learn
- Stakeholder analysis I-II.
- Case study
- Field trip to Agrigento and Favara
- Geotrekking in the Rocca di Cerere UNESCO Global Geopark
- Visit at an agrotouristic family farm
- Presentation of CBT good practices
- Presentation of innovative touristic projects
- Development of CBT-packages in national groups and Presentation
- Development of Workplans for the CBT-packages and CBT-shark session
- Follow-up planning
- Evaluation and Reflection
- Youthpass ceremony and official closing



## Training Methods

The training uses various methods, specially selected and adopted to the needs of the target group, the context, objectives and length of the training course. These methods include:

ice-breakers,  
name games,  
energizers,  
team-building exercises,  
lectures,  
networking sessions,  
debates,  
group discussions,  
collective presentations,  
simulations,  
field visits and  
evaluation and reflection exercises

The methodologies that the exercises are built up on include nonformal learning (peer and cooperative learning), Project Cycle Management, Forum theatre and the Theatre of the Oppressed, the Reciprocal Maieutic Approach and the UNESCO's Four Pillars of Education 'Learning to live together, Learning to be, Learning to do and Learning to Know'.

## Target groups

The target group of the TC are youth workers and young leaders who are:

- engaged in community projects and activities with vulnerable young people and children
- active in social community-based settings: NGOs, not-for profit associations, voluntary organizations, social enterprises, informal youth groups, schools, community centre, public organizations etc. promoting Sustainable Development

The TC participants are selected from a diverse cultural, educational, socio-economic background and priority is given to participants who have fewer opportunities or face social, economic, geographic or cultural obstacles.

Gender perspective is taken into account regarding the selection of participants and also in the approach applied during the TC.

## Further information

Further information can be found about the project and its other activities which are based on the TC at:

[www.communitybasedtourism.eu](http://www.communitybasedtourism.eu)



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# EDUCATIONAL ACTIVITIES

## II.1. How are you?

### Type of Activity

Ice breaker and Energizer

### Objectives

To facilitate the process of getting to know each other among participants.

To raise awareness on language diversity within the group.

To increase the intercultural communication skills of participants.

To refresh and energize participants, increase their level of energy, focus and mood for the upcoming learning activities.

### Description

The activity starts with the facilitator asking simply from the participants how they are. Participants are most probably replying in the working language of the Training Course (in this case English).

Participants are asked to share how do they say in their own mother tongue 'How are you?' and also some possible answers ('Fine' etc.)

After language represented in the group has shared this, participants are asked to choose 2 languages which will be used in the next part of the game. The participants who speak this language are asked to write on the flipchart, the translation of the following:

- How are you?
- Fine. / So-so. / Bad.

Participants practice together the newly learnt foreign words, and the second part of the activity starts.

A volunteer is asked to stand in the middle of a circle, in which all others are sitting on chairs around. The person in the middle also wishes to sit down, but he/she can only do it by applying the rules:

1. Asking from a participant – on one of the newly learnt languages – 'How are you?'
2. The answer can be: Fine / So-so / Bad – in the language on which it has been asked.
3. If the response is 'Fine', all participants are required to change places, and look for a new chair to sit on, while the person in the middle also attempt to sit down.
4. If the response is 'So-so', the 2 neighbours of the respondent are required to change places – while obviously the person in the middle attempts to sit down as well.
5. If the response is 'Bad', no one changes place, and the person in the middle is invited to ask from another participant, 'How are you', and the game continues as described in point 3 and 4.



## Duration

10–15 min

## Materials

Chairs, flipchart, markers

## Tips and Tricks

Participants are invited to learn and practice the language(s) in the game that they haven't spoken before. This is the reason why the 2nd part of the exercise is played with the possibility of using 2 languages

## Debriefing and Reflection

Participants are asked after the 2nd part of the exercise, how they can relate the energies and mood experienced during the game, to the way members of a group are affecting on each other. Reflection can be discussed on the tendency that when the energies of group members are good, its contagious, and support also the good mood of others. When individuals are not fine, it might also affect on others and on the group dynamics negatively.

The facilitator is invited to share with participants that the TC is aimed to be realized with the participation and contribution of all participants. Therefore, paying attention to ourselves, and the wellbeing and needs of the group members are a priority, in order to bring out the best from the common learning experience.

The facilitator can also raise attention that in most learning or working environment, in the achievement of the common objectives it is important to put to take care of the good energies and positive group environment, as we and our performance are not separable from the environment we are in.





## II.2. Presentation of the project. Introduction of project team and organisers

Type of Activity	Presentation
Objectives	<p>To increase the understanding of participants on the learning objectives, structure and methodology of the TC</p> <p>To give an overview about the activities organised as part of the TC</p> <p>To present the trainers, organisers and project support stuff to the participants, and increase their understanding on the different roles within the team</p>
Description	<p>The trainers – optimally with the support of a visual presentation (PowerPoint, Presi etc) – introduce the participants how the project idea was born, developed and what lead to the organization of the present TC. They also describe what learning objectives are targeted to be reached through the TC and what is the main purpose that the TC aims to contribute to.</p> <p>The project support team prepares and prints the Agenda beforehand, and give one to each participant. The team shortly present the planned activities of each day.</p> <p>During the activity the different logistic information can also be shared, regarding venues, meal times, accommodation, any other important information – such as house rules of the training venue, information on recycling.</p> <p>The Code of Conduct of the training course shall be also communicated and agreed during the activity.</p>
Duration	30–40 min
Materials	Laptop, projector, print-outs (Agenda and Code of Conduct)
Tips and Tricks	Since non-formal learning is a specific educational context, it is recommended to ask during the activity, who is familiar with the methodology, in order to have a clearer picture about the competences and experiences of the participants – if it was not known before the TC.
Debriefing and Reflection	It is recommended to give space for Questions and Answers at the end of the activity.





## II.3 Crossing the circle

Type of Activity	Name game
Objectives	To facilitate the process of getting to know each other among participants.
Description	<p>The activity starts with asking participants to stand in a circle. Starting from one of the trainers, everyone is invited to say his/her name, or any nickname one prefers to be called during the TC.</p> <p>After all the names were shared, participants are explained the following method:</p> <ul style="list-style-type: none"><li>■ One shall start crossing the circle, pointing to another member of the group, and saying his/her name loudly, approaching him/her, and standing at the place where he / she was standing at.</li><li>■ The person who was appointed and called, will start crossing the circle as well, and approaching and calling another person whose name he or she knows already.</li></ul> <p>The crossing of the circle continues until a good speed and flow is not reached. Participants meanwhile can be also asked to speed up and try to be fast and dynamic.</p> <p>In case the context and the group is fine, a second person can be also started for crossing the circle, in this way, 2 person will be walking in the same time, and the exercise becomes even more dynamic.</p>
Duration	10 min
Materials	-
Tips and Tricks	If the training venue and weather conditions allow, it is recommended to organise the activity outdoor.



## Photo



## Debriefing and Reflection

It can be mentioned that it is natural that when we meet with several new people in the same time, it takes time to learn everyone's name. Participants should be encouraged to approach each other during the activities and their free time, and not be afraid to ask the other's name if they don't remember.



## II.4 All that we share

### Type of Activity

Team-building activity

### Objectives

To support participants to increase their understanding on each other's background, personality, and personal characteristics, as well as to find a common ground in which values are shared and agreed.

### Description

The group is asked to stand in a circle. The trainer explains that he/she will read statements and everyone is asked to take one big step forward towards the middle of the circle, when the person feels the statement is true for him/her or they agree with it. They are also asked to stay there for a couple of seconds and look around, with whom they share the same idea / opinion / characteristic, before stepping back.

The trainer can also stand in the circle and be part of the activity – it increases the sense of equality – or stand in the middle of the circle and keep eye contact with the people.

The statements are the following:

- It is my first time to be in Sicily. (Mention any other location, where the TC is held at.)
- It is my first time to be on an international training course.
- I am worried that I might have difficulties with understanding and working in English.
- Someone here in the group is a member of my family / colleague.
- I am a student.
- I have a work that I love to do.
- I am vegan or vegetarian.
- I am good in arts.
- I consider myself a sporty person.
- I am a religious person.
- I am a politician or I would like to be active in politics.
- I consider myself a well-educated person.
- I consider myself a hard-working person.
- I consider myself an environmental activist.
- I consider myself a human right activist.
- I consider myself a feminist / womanist.
- I believe that the future is in the hand of the young people.
- I am concerned about the world we live in right now.
- I am concerned about the people who are in difficult situation in my country / community.
- I am concerned about the people who are in difficult situation regardless if they live in my country or in another.
- I consider myself a person who can make positive changes



around me.

- I am here in this TC to learn.
- I am here on this TC to get inspired what I could do for my community / country.
- I am here on this TC to get inspired what I could do for Global Sustainable Development.

The trainer is recommended to take a few second after reading out each statement, recognise, note and acknowledge the responses of the group – it will be an important point of reference later on.

## Duration

15 min

## Materials

A paper with the list of statements.

## Tips and Tricks

In an international environment, it might be challenging to get familiar with each other's accent, dialect or pronunciation. At the introduction of this activity we can take the opportunity to express, if someone does not hear or understand the words, should feel free and encouraged to ask the person for repeating it.

The understanding of every sentence in this activity is crucial, but of course during the full duration of the TC, it is a good practice to support participants to ask for clarification if needed.

It is recommended to adopt the statements according to our basic information about the participants. Some statements might not be relevant and can be removed, while others shall be added, to reach the objective of the activity.

## Photo



## Suggested reading/ Resources

The activity is inspired by the advertisement of the Danish TV2 and the original version can be found here:

<https://www.youtube.com/watch?v=jD8tjhVO1Tc>

## Debriefing and Reflection

It is recommended to express that the TC is a unique opportunity for everyone, and the group might not have the chance to be, learn and work together in the same way another time. Everyone is encouraged to share this time and space together maximally, bring out the best from this experience – partly by realising how many things we share, and how we can learn from each other about things we are different in.





## II.5 Expectations and group contract

### Type of Activity

Discussion

### Objectives

To facilitate the expression of personal fears, wishes and expectations about the project and its activities.  
To stimulate the participants active participation and contribution to the outcomes of the training course.  
To identify common rules which can create the framework that can create the optimal learning environment, supporting the achievement of the objectives of the training course.

### Description

The activity starts with drawing a tree on a big flipchart. Participants afterwards are asked to take 3 different colours of post-its and identify their 1) fears 2) wishes 3) expectations related to the training course overall. They are asked to work individually and when they are ready, place their post-its on the flipchart according to the following:

- The expectations will create the basic of the tree, therefore they shall be placed onto the roots and the trunk
- The fears represent some illusions that one might have, something that is less concrete and visible, therefore they shall be placed into the air around the tree
- The wishes represent the fruit of the work, aims that ones can have on a personal level, therefore they shall be placed onto the brunches and leaves of the tree.

The trainer might ask participants how much time they estimate they need for writing their papers, or give them an estimated time (such as 5 minutes).

Afterwards everyone is asked to individually come to the tree and place their papers, reading them out loud to all other participants.

When everyone has shared their feelings and thoughts, the group is asked to identify what rules shall be respected and agreed on so that the subject of fears will not manifest, and the expectations and wishes will do happen. This group agreement shall be a guide to the common learning-living and working environment for the participants during the whole training course.

Participants are free to share their thoughts and the trainer shall list them on a flipchart one by one. Afterwards they shall be read out loud, and asked directly if the group can accept and respect all these rules.

### Duration

45 min



## Materials

Flipchart, post-its in 3 different colours, markers, pens

## Tips and Tricks

During the identification of the group agreement, it is recommended to suggest and bring up topics such as listening of each other, respect of time, active contribution, use of common language during learning and free time activities, attention of any special needs within the group (disability, language difficulties), taking care and tidying up the learning environment, spending the free time as participants wish.

Obviously, the trainers and the support team can also share their expectations, fears and wishes, and express it clearly towards the participants – it fosters the sense of equality in various ways.

## Debriefing and Reflection

Participants shall be asked how it can be guaranteed that everyone will respect these rules. How shall it be monitored? Whose responsibility is to remind the group and the others if the agreement is not respected?

It is highly recommended that the trainer emphasizes the role of all participants in these aspects. The participants and the trainers are all present for common and individual goals as well, therefore the success of the training course can not be guaranteed based on only the role of the trainers. Participants are encouraged to feel responsible and act in case they feel that the group agreement is not respected.





## II.6 Who is behind the blanket?

Type of Activity	Name game
Objectives	<p>To support the learning of each other names among participants and the project team.</p> <p>To create a fun, friendly and positive atmosphere.</p>
Description	<p>2 trainer / facilitator is needed for the realization of the activity. Participants are asked to divide themselves into 2 groups with approximately equal members. The groups are asked to sit or squat down facing each other and a blanket is hanged between them, covering the groups from seeing each other.</p> <p>In the game from both of the groups 1-1 person will be asked to quietly move forward, and sit in the front of the team. When the trainers let the blankets fall down, the 2 participants sitting in the front need to say the name of the other as fast as possible. The one who is faster, will 'win', and the other participant will join the winner team.</p> <p>The game continues until at least once every person has not sit in the front of a group.</p>
Duration	10 min
Materials	A big blanket, min 2x3 meters.
Tips and Tricks	Enjoy the nice and cheerful atmosphere that is created by the game.
Debriefing and Reflection	Not necessary



## II.7 The message

### Type of Activity

Energizer

### Objectives

To highlight the importance of attention and listening in communication.  
To stimulate a fun atmosphere.

### Description

Participants are asked to stand up in 2 rows.  
One of the rows is asked to stand one behind another, facing one direction. Participants are asked to transfer a nonverbal message consisting a few movements and gestures, one-by-one starting from the last to the first person of the row.

The trainer shows the nonverbal message to the last member – of course other people of that row will not see that. The participant, when received the message, will make a sign to the next one, standing in front of them, to turn that way and pay attention to him/her. The message is repeated by the last participant and received by the next.

The message goes through the group like this, till the first member of the row. Then he/she will be asked to present what he/she understood (repeat the movements), so that everyone can see it.

Soon after the trainer can present the original message.

Very often there is a huge difference between the two message – which makes the participants realise they made some mistakes. Meanwhile the other row has seen the whole process, and how and where the message has been changed. They very often laugh and enjoy this confusion a lot.

Afterwards someone from the first row is asked to find out another nonverbal message and present it to the last member of the other row, and participants to transfer that message to the front of the team.

After the first participant has received and repeated the message, the original message can be shown again.  
Lot of fun and good vibes are guaranteed.

### Duration

20 min



## Materials

-

## Tips and Tricks

The nonverbal message should be optimally around 4-5 second, not too easy, but too difficult.

## Photo



## Debriefing and Reflection

Participants can be asked how they understand the experience of the game? How is it possible that messages change so easily?

It is recommended to reflect on that in an international learning and working environment, but also any other parts of life, it can often happen that the messenger expressed something different with his/her communication than what has been received by the recipient.

This can be improved by concentration and focus on each other, and participants can be also encouraged to feel free to ask for clarification, if they are not sure about the content of the communication, in any context or situation.



## II.8 Cultural diversity

Type of Activity	Workshop
Objectives	To develop awareness of other cultures and appreciation of cultural diversity.
Description	<p>The activity addresses the issue of cultural diversity through visual communication. Participants are introduced to portraits by showing a range of examples (photojournalism, portraits of homeless, ceramic sculpture, hybrid of humans and animals, portraits from artistic movements, etc.). Participants are invited to work in pairs and portray each other, by bringing out facial characteristics, expressions, emotions and aspects of cultural identity. Participants could be asked to guess about their partner: where is she / he from? How old is she / he? What is her / his religion? What are her / his life values? The activity does not exclude the less skilled in the design, rather it becomes an occasion involving reflective powers of observation, representation and identity. The most important rule is to have fun!</p>
Duration	60 min
Materials	A projector, pencils, colours, papers, good soundtracks inspiring participants
Tips and Tricks	<p>Suggest participants to keep silent. “Dialogue” is the ability to relate to others in a way that creates a climate of trust and understanding. It is the ability to “enter the other person’s model of the world”, see the other’s point of view and get them to understand yours. Build a dialogue by establishing an intimate relationship, emphasizing similarities with yourself and by pacing/matching the other person’s verbal and non-verbal communication.</p> <p>E.g.</p> <ul style="list-style-type: none"><li>- breathing</li><li>- body posture</li><li>- eye movements</li><li>- facial expressions</li></ul>
Suggested reading / Resources	/



## Photo



## Debriefing and Reflection

Participants are asked to share the learning achievements within the activity. Support the group in discovering what they have experienced.





## II.9 A circle of chairs

### Type of Activity

Team-building activity

### Objectives

To enhance the communication and cooperation among participants.  
To support group cohesion.  
To support the group to initiate, find and implement strategies to overcome challenges.

### Description

Participants are asked to build a circle out of chairs and everyone should stand behind one chair.

The challenge they shall overcome is to take one full circle in the following way:

- They shall all recline their chairs to its 2 back leg, and during the circle, no one's chair is allowed to fall back to its front legs
- They shall not use their right hand while holding the chairs
- If someone's chair has been falling back to its 4 legs, the circle and its counting starts again.

### Duration

15-25 min

### Materials

Chairs for all participants

### Tips and Tricks

Make sure none of the participants has any physical pain (mostly in their back), because in case the activity last long, it can be tiring and painful for them. If someone has, allow them to participate until they wish.

In case the group is trying to cover some mistakes (chairs falling back onto their 4 legs), acting like it did not happen, the trainer can decide to intervene, and control them to start again, or reflect at the end of the game about their group and personal values on honesty and fair play.

### Photo



## Debriefing and Reflection

It often happens that the group becomes frustrated when they fail, and the person, who made the mistake can also feel very much responsible for it. It is very important to reflect on how one can accept his/her own mistakes and others'. It is very important in the success of every learning and working environment but also in other areas of life.

Based on the flow of the exercise, the group can be also asked to evaluate how much they felt themselves honest, and fair, or they wanted to go through the challenge as fast as possible – maybe hiding some mistakes. This can also be highlighted, that group members can often have different morals. The ones whose morals will dominate, can only happen with the agreement or passivity of those who let these morals win.

In terms of community projects, these can be important aspects of the learning activity.





## III.1 Opposites

### Type of Activity

Energizer

### Objectives

To energize and refresh participants before the following learning activities

To create good mood and joyful common moments.

### Description

Depending on the number of participants, the trainer prepares 1 small piece of paper for everyone – the number needs to be even, to make sure couples can be formed.

On the papers words are written that form a pair with another word, based on some kind of connection they have. Such as:

- Sun-moon,
- Mr-Mrs,
- Cat-dog,
- Sweet-sour
- Light-heavy
- Dark-bright
- Low-high

Etc

At the beginning of the exercise everyone receives a piece of paper, folded, so they can not see what is written on it. Participants are asked to walk around the room, while some music is being played, and change papers with everyone they come across with.

When the music stops, they can open their paper, read it and start looking for their pairs (which they don't know what will be exactly) as soon as they can, and when they found each other, they need to sit down, facing back to each other.

The pair who find each other last, will be asked to leave the game (and their paper shall be removed from the game) – but in order not to make them miss out too much the fun and good energies, it is also possible to keep them inside.

Big chaos, shouting and fun can be expected.

### Duration

10 min

### Materials

Small piece of papers for everyone, pen



## Tips and Tricks

Choose a nice music to play, one that is creating good mood, and also possibly making people move and dance.

Sometimes during the game it is advised to ask the couples to read out the word of their pair, also to facilitate what word are in the game, but also to make sure that couples really found their proper pair.

## Photo



## Debriefing and Reflection

Not necessary.



## III. 2 The old lady

Type of Activity	Team-building activity
Objectives	<p>To increase the attention of participants on the role of cooperation, coordination and common strategy</p> <p>To emphasize the role of clear communication</p> <p>To increase attention</p> <p>To enhance group cohesion</p>
Description	<p>Participants are asked to sit on chairs that are placed all around the venue / room in different directions, with at least 1 metre distance among each other. There is also one extra free chair. The trainer will play a role of an old lady, who would like to sit down to the empty chair, but the participants are told to be very 'rude' and they shall prevent the old lady from sitting down, by changing their seat, and sitting down to the empty one faster than the old lady could reach it.</p> <p>Participants are asked to respect the following rules:</p> <ol style="list-style-type: none"><li>1. Once someone has stand up from a chair, they can not sit back on the same one, but have to find another one (it can happen when more than 1 person has decided to stand up and go for the empty chair)</li><li>2. They shall not move the chairs during the exercise.</li></ol> <p>Once the exercise is explained, the 'old lady' will start walking around the room and trying to sit down. In case the group has not succeed to prevent 'her' from sitting down, it can be started again – a couple of times.</p> <p>The activity can last until the group is having good energy and motivation to continue the challenge.</p>
Duration	20-25 min
Materials	Chairs for every participant plus one
Tips and Tricks	After a few attempts, the old lady can also announce that she has taken a pill, and now her legs are better and she can start moving faster, giving a bigger challenge to the group.



## Photo



## Debriefing and Reflection

Debriefing questions recommended:  
What have you realised during this exercise?  
What was helping the group in solving the challenge?  
How is this situation can be similar to other teamwork situation happening in real life settings?



### III.3 Where do you stand?

## Values and principles of Community-based Tourism

Type of Activity	Debate
Objectives	To facilitate the discussion among participants on what is CBT and what are the basic principles of it
Description	<p>During the game participants are asked to share their opinion by changing their places and standing on the continuum of 'I agree' and 'I don't agree' – identified in the middle of the training venue. The trainer shall read the following statements:</p> <ol style="list-style-type: none"><li>1. I think mass tourism in an area can have negative consequences on the people and the territory.</li><li>2. In community-based tourism both the traveller and the hosts are beneficiaries.</li><li>3. Community-based tourism can be a great way to support local people economically.</li><li>4. Community-based tourism can have great educational benefits on the people involved in the activity.</li><li>5. A community-based touristic experience could be more expensive than a general trip.</li><li>6. It is easy to start and coordinate a CBT initiative.</li><li>7. CBT initiative can only be started with some financial capital.</li><li>8. Solo travellers can find it less safe if they are not travelling / staying at a well-known private company.</li></ol> <p>At least 2-3 person shall be asked after every statement, why they choose to stand where they stand. The discussion shall be not too long and tiring, but deep enough to bring up different approaches and views.</p> <p>After this part, the group can be asked to spontaneously answer and finish the following sentences:</p> <ul style="list-style-type: none"><li>- To start a CBT-project, the first thing to do is...</li><li>- A CBT project definitely needs to be based on the values of...</li><li>- The biggest challenge to overcome in the management of a CBT-project is...</li><li>- We can consider a CBT project successful if...</li></ul> <p>The group can give several responses.</p>





Duration

30–40 min

Materials

–

Tips and Tricks

Participants shall be reminded that there is no right or wrong answers, all opinion is valid, and that we are expressing our own personal and professional approach and understanding on CBT.

Suggested reading  
/ Resources

The activity is adapted from the exercise ‘Where do you stand?’  
/Council of Europe: All different – All equal/  
<https://rm.coe.int/1680700aac>

Photo



Debriefing and  
Reflection

Recommended questions for reflection:  
What can we see from the exercise, how easy is to agree on what is a CBT-project and what are its basic principles?  
How can we use this experience when setting up and managing a CBT-project?



## III.4 Act it out: Agenda 2030: Sustainable Development Goals

Type of Activity	Workshop
Objectives	To increase understanding of the Sustainable Development Goals (SDGs)
Description	<p>Participants are divided into groups of 2-3. Depending on the size of the group the trainer prepares small piece of papers, and on each of them written one of the SDGs. The group is asked to take a few minutes to decide how the thematic area covered by the SDG could be presented by a small scene to others. After that the groups prepared their acts, they are asked to present and the others are invited to find out which SDG is presented.</p> <p>Afterwards participants are invited to share which of these goals are crucial in their understanding, for the community and society they live in, or in global measures? Which are the most urgent issues they wish to develop locally / globally? What good practices they know that can contribute to the achievement of the goals?</p> <p>After the discussion it is advised to project some of the website links and look for further details, news and updates.</p>
Duration	30 min
Materials	Small piece of papers, pen, laptop, projector
Tips and Tricks	It can be also given as an option to present the given topics not only in pantomime acts, but in drawing as well.
Suggested reading / Resources	<p>The activity is based on and adopted from the exercise 'Act it out' /Council of Europe – Compass/  <a href="https://www.coe.int/en/web/compass/act-it-out">https://www.coe.int/en/web/compass/act-it-out</a></p> <p>Further resources related to SDGs:  UN website – Sustainable Development Goals:  <a href="https://www.un.org/sustainabledevelopment/sustainable-development-goals/">https://www.un.org/sustainabledevelopment/sustainable-development-goals/</a></p> <p>Sustainable Development Goals Knowledge Platform:  <a href="https://sustainabledevelopment.un.org/topics/sustainabledevelopmentgoals">https://sustainabledevelopment.un.org/topics/sustainabledevelopmentgoals</a></p>





## Debriefing and Reflection

Debriefing questions recommended:

How easy was to recognise these acts and connect them to a topic?

In which way could we raise more awareness and promote actions towards SDGs locally and globally?



## III.5 Life cycle of a project – key elements

Type of Activity	Workshop
Objectives	To introduce participants to the key phases of the project cycle To explore synergic key competences inside a team
Description	<ol style="list-style-type: none"><li>1. The trainer introduces the project cycle and the key concepts related to its six phases:<ul style="list-style-type: none"><li>■ Programming</li><li>■ Identification</li><li>■ Formulation</li><li>■ Financing</li><li>■ Implementation</li><li>■ Evaluation</li></ul></li><li>2. The trainer puts the six phases of the project cycle on the floor as a scheme, asking participants to place themselves according to what function they identify with the most. Possibly people identify with more than one, which is normal. The trainer asks everyone to select one that suits better than the rest.</li><li>3. Afterwards the participants are invited to divide themselves into discussion groups (6 groups) related to which phase they have chosen. They are asked to exchange ideas on what is the role of the specific phase in the project cycle, why is it important, what is its connection to other phases.</li></ol>
Duration	60 min.
Materials	Flipcharts, papers, pens, stickers
Tips and Tricks	<p>A note on terminology:</p> <ul style="list-style-type: none"><li>■ A project is an independent operation with limited duration and well defined and planned objectives, results, a series of coherent activities in order to solve a problem or a need. A project engages stakeholders target groups and final beneficiaries.</li><li>■ Stakeholders: are individuals or institutions that may – directly or indirectly, positively or negatively – affect or be affected by a project or programme.</li><li>■ Project partners: Those who implement the projects in-country</li><li>■ Target group(s): The group/entity who will be directly positively affected by the project at the Project Purpose level.</li></ul>



## Suggested reading / Resources

### Photo

## Debriefing and Reflection



- Final beneficiaries: Those who benefit from the project in the long term at the level of the society or sector at large, e.g. “children” due to increased spending on health and education.
- This project’s cycle highlights three main principles:
  1. Decision making criteria and procedures are defined at each phase (including key information requirements and quality assessment criteria).
  2. The phases in the cycle are progressive – each phase should be completed for the next to be tackled with success.
  3. New programming and project identification draws on the results of monitoring and evaluation as part of a structured process of feedback and institutional learning

Project Cycle Management Guidelines, European Commission  
EuropeAid Cooperation Office  
<https://europa.eu/capacity4dev/iesf/documents/aid-delivery-methods-project-cycle-management-guidelines-europeaid-2004>



Debriefing questions recommended:

- Was it easy to place yourself?
- Can you see parallels between your placement and your daily work/experience?
- Why the project cycle is supposed to be never ending?

Close the activity by summarizing the main feedback. Highlight that a team should be composed by synergic and complementary key competences related to all project phases.



## III.6 Image theatre: community-based needs assessment

Type of Activity	Workshop
Objectives	To explore problems, needs, forms of internalized oppression, unconscious thoughts and feelings related to target groups, beneficiaries and stakeholders in a specific community context.
Description	<p>In image theatre, still images are used to analyse problems, needs, forms of internalized oppression, unconscious thoughts and feelings related to target groups, beneficiaries and stakeholders in a specific community context. This technique was developed by Augusto Boal as part of Theatre of the Oppressed, as a form of theatre where people become active and explore, show, reflect and transform together the reality in which they are living.</p> <p>Guidelines on how to prepare the scene:</p> <ul style="list-style-type: none"><li>- Create a scene that should be showing still images concerning an existing problem and/or need and/or oppression face by a selected beneficiary in her/his local community.</li><li>- Still images should be realistic, allegorical, surrealistic, symbolic or metaphorical. The only thing that matters is that they correspond to reality.</li><li>- In the scene, there should be one OPPRESSED (who is the person affected by the existing problem), and several OPPRESSORS (who are the persons affecting the oppressed).</li><li>- Each character in the scene must have a specific role. The scene performed should be dramatic: showing real problems as experienced in daily life.</li><li>- There should be one facilitator who is coordinating the activity.</li></ul> <p>The facilitator starts questioning the characters (both the oppressors and the oppressed) in order to explore their role in the scene: about their life, their social and cultural background, the problems and needs they face, including unconscious thoughts, feelings, reasons behind the still image. Here are some example questions: Who are you? Where are you from? What do you do in life? What is your social background? What does your family do? What are your values? What are you doing in the scene? What are your problems, needs at this moment? Why are you acting this way? Where did you learn this behaviour/value/idea from? Have you studied? How do you spend usually your day? Where do you sleep at night? What are your hobbies and interests? Are you religious? What are your dreams about? Etc.</p> <p>The characters in the scene are only allowed to answer the questions while keeping still. Participants are asked to observe the images and reflect on what they witness and hear. As the</p>



inquiry process develops, the facilitator invites the audience to raise further questions in order to get more and more in depth into the analysis process related to the identified existing problem/s faced by the oppressed.

## Duration

120 min

## Materials

Any kind of material that participants might creatively use to perform their scene on the stage.

## Tips and Tricks

As the workshop develops, participants or “spect-actors” (spect -- to watch; actor -- to act) should be invited to take the role of the facilitator (or properly the “joker”) in order to experience themselves how to facilitate the scene on stage.

## Suggested reading / Resources

1. Theatre of the Oppressed, 1993, Augusto Boal
2. Forum and Image Theatre Manual - Toolbox — For Training and Youth Work:  
<https://www.salto-youth.net/tools/toolbox/tool/forum-and-image-theatre-manual.1503/>

## Photo







## Debriefing and Reflection

The facilitator supports the group in discovering what they have experienced. Participants are asked what additional insights they have gained about the community context, target groups, final beneficiaries, stakeholders.

Debriefing questions recommended:

- Have further challenges, problems and needs related to the oppressed been identified?
- Have other stakeholder and target groups been identified?
- How can we engage stakeholder and target groups to solve the problems and needs faced by the oppressed?



## IV.1 Reaching out

Type of Activity	Energizer
Objectives	Inspire participants to take initiatives to overcome challenges together Energize and refresh participants
Description	<p>Participants are asked to form groups of 4-5 person. They are asked to stand behind a line. Some small objects are put in front of them in a distance that they cant easily reach, but not impossible. The groups' task is to pick up the object in front of them with their team, faster than the others.</p> <p>Noone is allowed to cross the line, step or put down on the floor any body parts over the line.</p>
Duration	10 min
Materials	Small objects, such as a cup, a pen etc. for each group
Tips and Tricks	Several rounds can be done, allowing groups to get better, faster and more efficient, in the same time the distance of the object can be also increased.
Debriefing and Reflection	<p>Short reflection can be initiated on:</p> <p>How did you see your development during the game?</p> <p>How can you associate this development to other learning activities</p>





## IV.2 Resource mapping and country quiz: Local / regional values, traditions, natural resources and other attractions

Type of Activity	Workshop
Objectives	To increase participants knowledge on the country of resident of other participants
Description	<p>Participants are asked to come together in national groups and create a short quiz of 5-10 question with not too easy but not too difficult questions related to local regional resources, attractions, values and traditions of the place of their residency. They shall provide 3 possible answers as well for each question, among what only 1 is correct.</p> <p>They are asked to estimate how much time they need for creating this quiz, or the trainer recommends a timeframe (10 min for example)</p> <p>Afterwards they are asked to facilitate the quiz, asking questions, while others can immediately answer. The participants are invited to decide, if they wish to make it into a competition or just will play the quiz without it.</p>
Duration	30-40 min
Materials	Paper and pen
Tips and Tricks	In case the group can receive the task of preparing the quiz earlier (in the previous days), they can also be given the task to create a Kahoot! Online game out of it (in which players can answer through the Kahoot mobile Application – in this case it will also become a competition as the App is counting the correct answers and the reaction time).
Debriefing and Reflection	<p>Debriefing questions recommended:</p> <p>How much are we familiar with the countries of the world?</p> <p>Where is our information coming from?</p> <p>What is the advantage and the disadvantage of relying on these information sources?</p> <p>How can CBT projects contribute to increased intercultural and global educational competences?</p>



## IV.3 SWOT-Analysis in CBT

Type of Activity	Group work
Objectives	Increase the analytical skills of participants related to the touristic area
Description	<p>Participants are asked to gather into national groups. They are invited to create a short presentation about the Strengths, Weaknesses, Opportunities and Threats (commonly known as SWOT-analysis) regarding the territory and community they wish to initiate or develop CBT-projects.</p> <p>They are asked to estimate how much time they need for conducting these analyses and prepare the presentations or the trainer can recommend a timeframe (such as 30 min)</p> <p>They are invited to share afterwards in about 5-8 min presentations the SWOT-analysis prepared</p>
Duration	60-80 min
Materials	Flipchart paper, marker
Tips and Tricks	-
Suggested reading / Resources	<p>Various SWOT analysis template can be found here if needed: <a href="https://www.smartsheet.com/14-free-swot-analysis-templates">https://www.smartsheet.com/14-free-swot-analysis-templates</a></p>
Debriefing and Reflection	<p>Reflection can be made on:</p> <p>When we are making analysis which are the factors that we tend to forget or not deal with properly?</p> <p>Which kind of resources are needed for the delivery of a SWOT analysis? Is it better to work on it individually or in a group?</p>



## IV.4 River-crossing

Type of Activity	Team-building activity
Objectives	<p>To stimulate cooperation, problem-solving and strategy-development within the group.</p> <p>To increase group cohesion</p>
Description	<p>Participants are asked to stand on a line, which represents an imaginary river. The river is about 8 meters wide. It is very dangerous and poisonous, if one's body part touches the water, they become blind. The group needs to go across the river, all of them, with the aim of keeping as many people healthy as possible.</p> <p>Since they can not touch the river, they are given some helpful tools, a kind of magical papers, that when put down to the river, start to float, and can also hold people on the top without sinking. The only problem with these papers is that the streamline of the river is too strong, so once put down, if no one is stepping on it, it will immediately be taken away. The group is given 10 magical papers.</p> <p>The group is invited to start crossing the river. Meanwhile, when they touch the river (any part of the floor outside the area of the magical paper), they become blindfolded. When someone is not stepping on a paper, it is taken away from the group and they have less help to use for crossing.</p> <p>The group can try to cross the river as many times as they wish. After they managed to cross, or in case they give up, the exercise is finished and some reflection questions can be posed.</p>
Duration	40-50 min
Materials	Blindfolds min 5, A4 papers (10)
Tips and Tricks	<p>It is up to the trainer how serious he/she considers the rules – for example if someone's feet is basically bigger than the A4 paper, they will become blind immediately while crossing or not.</p>



## Suggested reading / Resources

### Photo

The river-crossing exercise:  
<https://clickup.com/blog/team-building/>



## Debriefing and Reflection

Depending on the flow of the exercise reflection can be made on the various aspects of the group attitude and behaviour, such as communication and decision-making in the group, strategy analysis, morals manifested during the exercise and so on



## IV.5 Fishbowl exercise: The concept of a sustainable community

Type of Activity	Debate / Simulation exercise
Objectives	<hr/> <ul style="list-style-type: none"><li>To facilitate to expression of views on the concept of a sustainable community</li><li>To improve analytical skills and critical thinking of participants</li><li>To develop the competences of participants in debating</li><li>To increase intercultural understanding of participants</li></ul> <hr/>
Description	<p>The activity starts with a story that will create the framework for the simulation exercise. The trainer presents the following scenario:</p> <p>‘Imagine that there was a huge worldwide earthquake on the planet that was shaken off everything. You have found yourself in a totally new part of the world, in an unfamiliar territory, among strangers you never met before.</p> <p>You all met at started to settle down at this place where we are now. Luckily you all speak the same language (in this case English). In order to start a new life together, you need to start discussing how you can build a community here, which is sustainable, inclusive and all members should have equal rights.’</p> <p>At this moment the trainer brings 4 chairs to the middle of the training venue and introduce the following rules:</p> <ul style="list-style-type: none"><li>■ This is the community council. Only people who are sitting in these chairs have the right to speak and share their views.</li><li>■ Anyone who wish to join the discussion can enter the circle and start besides someone, who is invited to give his/her place to the new person.</li><li>■ Anyone who is sitting on one of the 4 chairs have the right to stand up in any moment and sit outside, giving his/her place to the next contributors.</li></ul> <p>The trainer asks 4 volunteers to sit on the chairs and asks them the following questions:</p> <p>‘How would you start managing the community and share tasks? What would be the basic rules everyone should respect? Who will make decisions and how?’</p> <p>The trainer shall let the discussion go, and after a while introduce a some of the following questions: ‘Do you want to get in contact with communities outside your territory? If yes how? What is your policy towards other nomadic individuals or groups who might arrive here?’</p>



## Duration

## Materials

## Tips and Tricks

## Suggested reading / Resources

## Photo

## Debriefing and Reflection



If the group has not arrived or mentioned so far topics such as education, work, leadership or special needs (children, old people, sick people), the trainer shall ask what is their view on these areas?

When the debate was fruitful and engaging enough, the trainer shall close it and ask people to take a sit in the big circle, and proposes to answer the following questions:

‘Compared to this idea of a sustainable community you were planning here, what differences can we recognise in our current society? What went wrong and how?’

‘In your community or on a wider perspective, what would be the most urgent steps to take that could rebuild a sustainable, inclusive and equal community?’

45-50 min

Chairs

It is important to pay attention to the gender perspective of the debate. In case less female participant is joining the discussion (which frequently happens), the trainer can decide about inviting more women to talk or let the group proceed and reflect on the gender inequality at the reflection part of the exercise.

The fishbowl exercise:

[https://www.unicef.org/knowledge-exchange/files/Fishbowl\\_production.pdf](https://www.unicef.org/knowledge-exchange/files/Fishbowl_production.pdf)



Participants shall be asked to reflect on the following topics:

- How did you feel about this methodology of debating (meaning that only the people sitting on the central chairs can speak)
- Did it give equal opportunities to all of you, or it would have been better if everyone is allowed to speak at their original places? Why?
- Would you use this or a similar method in your community work? If yes, how and why?





# VI.1 Turning needs into community project – Stakeholder analysis I

Type of Activity	Workshop
Objectives	To identify stakeholders in the target community.
Description	<ol style="list-style-type: none"> <li>1. The facilitator asks participants the following question: who are the stakeholders?</li> <li>2. She/he Introduce participants to the stakeholder's matrix.</li> <li>3. Participants are asked to identify all stakeholders who have a significant interest and role in the community project; to put them into the stakeholder' matrix according to the following criteria: power of influence, level of interest; to reflect on the relationships between the identified stakeholders; to plan how the identified stakeholders would be engaged (or not) within the community project.</li> </ol> <p>A basic premise behind the analysis is that different stakeholders have different concerns, perceptions, capacities and interests, and that these need to be explicitly understood and recognized in the process of problem identification, objective setting and strategy selection. This includes information obtained through focus group discussions, interviews, field visits and so forth.</p>
Duration	60 min
Materials	Pens, flip chart papers, post-its
Tips and Tricks	Show participants a practical example of how to use and develop the tool.
Suggested reading / Resources	<p>Project Cycle Management Guidelines, European Commission EuropeAid Cooperation Office</p> <p><a href="https://ec.europa.eu/europeaid/sites/devco/files/methodology-aid-delivery-methods-project-cycle-management-200403_en_2.pdf">https://ec.europa.eu/europeaid/sites/devco/files/methodology-aid-delivery-methods-project-cycle-management-200403_en_2.pdf</a></p>



## Photo

Mendelow's matrix

Level of influence / power	HIGH	Keep satisfied	Key players
	LOW	Peripheral players	Keep informed
		LOW	HIGH
		Level of interest	

## Debriefing and Reflection

The facilitator asks each group to present their work and share the learning achievements within the activity



## VI.2 Learning to learn

Type of Activity	Workshop
Objectives	To experience learning to learn as key competence in life and professional development
Description	<ol style="list-style-type: none"><li>1. Split participants into smaller groups of max 3 or 4 people.</li><li>2. Ask each participant within her/his own group to think individually to a learning experience that has been crucial in her/his human pathway and development. Give 10 minutes to think about.</li><li>3. Ask each participant to answer to the following questions individually in relation to their selected learning experience as in the previous point.<ul style="list-style-type: none"><li>■ - How did you feel during that event? What were the main emotions?</li><li>■ - What was the colour/s of your emotions?</li><li>■ - What was the source of inspiration for you?</li><li>■ - What was your reaction?</li><li>■ - What did you learn in that event?</li><li>■ - What were the consequences in your life (both on a personal and professional level)?</li></ul></li><li>4. Invite all participants to share and comment the answers within her/his own group. Participants within the group are invited to raise questions and answer spontaneously.</li></ol>
Duration	45 min
Materials	Flipcharts, papers, pens
Tips and Tricks	Just let participants expressing freely within their groups.
Suggested reading / Resources	TheYouthpassprocessandLearningtoLearn, SALTOTrainingand Cooperation, <a href="https://www.youthpass.eu/downloads/13-62-54/TheYouthpassProcess_100923_S.pdf">https://www.youthpass.eu/downloads/13-62-54/TheYouthpassProcess_100923_S.pdf</a>
Debriefing and Reflection	<p>Participants are asked to share what they have discovered within the activity. At the end, the facilitator asks the following question: What does “learning to learn” mean? Collect and summarize their feedback.</p> <p>“Learning to learn” is ‘the ability to organise our own learning’ and includes elements such as effective management of time and information. raising awareness of our learning needs, and how to achieve them. Learning to learn engages other competences as we can see and for that reason it is often referred to as a ‘meta competence’ – another way of showing that it has an importance and we need to be paying more attention to it!</p>



## IX.1 Morning dance

Type of Activity	Energizer
Objectives	To refresh participants and energize them.
Description	One volunteer participant is asked to lead a short dance energizer. He or she can be asked during the previous days (from those participants primarily who turned out to be great and confident dancers during the Intercultural night), so that he/she can prepare with a song and some movements.
Duration	5-10 min
Materials	Laptop, speakers
Tips and Tricks	-
Debriefing and Reflection	Not necessary.



## IX.2 Stakeholder analysis II. – The traveller

Type of Activity	Group work
Objectives	<p>To increase the participants' understanding on the needs of the travellers, potential volunteers of the CBT-projects</p> <p>To increase the participants' awareness on the importance of feedback and evaluation in the development of a CBT-initiative</p>
Description	<p>Participants are asked to work in groups of 4-5 person. Each group is given a flipchart paper and markers, and they are asked to make a hierarchical graphic (for example on a pyramid), about which are the most basic, and higher needs of travellers, that a CBT-project should met.</p> <p>Participants can be asked how much time they need for the preparation of this task or the trainer shall propose a timeframe (such as 15 min).</p> <p>After that all groups are ready, they are invited to present their results (in about 5 min)</p> <p>At the end of the session, the trainer asks who have heard about the so-called Maslow's hierarchy of needs, and if they think it could be applied to the case of analysing the needs of travellers. The trainer shall project one of the versions of the Maslow-pyramid he/she prefers to use, and ask participants to share their views what is valid for the context.</p>
Duration	45-50 min
Materials	Laptop, projector, flipchart paper, markers
Tips and Tricks	-
Suggested reading / Resources	<p>About the Maslow-pyramid <a href="https://www.simplypsychology.org/maslow.html">https://www.simplypsychology.org/maslow.html</a></p>
Debriefing and Reflection	<p>Debriefing questions recommended:</p> <ul style="list-style-type: none"><li>- Why is it important for the success of the CBT-project to analyse the needs of travellers?</li><li>- How one can take measures to better adopt the CBT-project to the needs of the travellers? (Here the trainer can raise awareness on the role of feedback and evaluation asked from travellers)</li></ul>



## IX.3 Presentation of CBT-good practices

Type of Activity	Presentation
Objectives	<p>To increase participants knowledge on various forms and types of CBT-projects</p> <p>To exchange ideas, practices and facilitate the transfer of know-how</p>
Description	<p>Participants, who already have experience in the development and implementation of various community-based touristic projects, are invited beforehand to prepare a short presentation and speak about their experience, the aim and objectives of the CBT-project, the methodology and how their work is organised and delivered.</p> <p>They are invited to present videos, pictures, websites, CBT-packages that are offered for travellers.</p> <p>Participants are invited to ask questions and get to know every detail they are curious about.</p>
Duration	40-45 min
Materials	Laptop, projector (+speaker)
Tips and Tricks	In case none of the participants have ever been involved in CBT-projects, an external expert and speaker can be invited as well.
Suggested reading / Resources	<p>The website of YESD (Vietnam): <a href="https://yesd.org/">https://yesd.org/</a></p> <p>or any other CBT-running organisation's website</p>
Debriefing and Reflection	<p>Debriefing questions recommended:</p> <p>How did the workshop increase your capacities to build and manage CBT-initiatives yourself within your community?</p> <p>What would be the first step to introduce the concept of a CBT-project, and who would you contact first?</p>





## IX.4 Project Development I.: Developing CBT-packages in national groups and

### IX.5 Presentation of CBT-packages in national groups

#### Type of Activity

Group work

#### Objectives

To increase the participants' capacities to design and develop CBT-projects

#### Description

Based on the outcomes of previous sessions, such as the Community-based needs analysis, the Fishbowl exercise on the concept of the sustainable community, and the Stakeholder analysis – participants are asked to gather into national teams and work on specific CBT projects that they wish to develop, that could possibly tackle and respond to urgent and crucial needs of the community they wish to work with.

Participants are asked to identify the objectives and intended results of the CBT-project, and present all activities that would happen actually with the participation of the traveller(s) and the hosting community. It is recommended to use the following template:

#### CBT-PROJECT/INITIATIVE TEMPLATE

Thematic area:

Location / route:

Context analysis (problems addressed):

Main developmental challenges (SDGs, social, economic, legal, educational, environmental, political or any other kind of issues):

Objective/s of the project:

Description of the activities in which the volunteer would be involved:

Language(s) spoken:

Max number of volunteers:

Price of the CBT-package:

Groups are also reminded to pay attention to the needs of traveller in the development of the activities (based on the discussions of



the earlier session – Stakeholder analysis II.)

Groups can be asked how much time they estimate that will be needed to prepare the work, or the trainer can propose an optimal timeframe (such as 45 min for example).

After a break, the groups are asked to share and present their CBT-projects. All participants are invited to pay attention to each other's presentation, and give constructive feedback to the plans, as well as try to learn from it and transfer the know-how into their plans.

## Duration

120 min

## Materials

Flipchart papers, markers

## Tips and Tricks

The trainers and the project support team can set up a small role-play and form a team of potential young travellers (profiles, needs, priorities, budget limits can be identified. After the presentations of the groups, they could take some time to decide who chooses which CBT-package and why.

## Suggested reading / Resources

-

## Debriefing and Reflection

Debriefing questions recommended:  
What did you learn from this workshop?  
How did this workshop contribute to the better understanding of CBT-project planning and implementation?  
What was the role of the group in your learning experience?



## IX.6 Project Development II: Creation of Workplans for the realization of CBT-projects

Type of Activity	Groupwork
Objectives	<p>To increase the participants' competences in the preparation and organisation of all aspect of a CBT-project</p> <p>To exchange knowledge and ideas on the preparation of workplans for CBT-projects</p>
Description	<p>Participants are asked to work in national groups. They are invited to work on the necessary preparatory activities and the plan of implementation related to those CBT-packages they have developed during the IX.4 session.</p> <p>The trainer presents the outlook of a Gantt-chart, divided into months.</p> <p>National groups are suggested to identify what kind of work packages needed to be run parallel during the project, and draw up a preliminary plan what activities would be included in these work packages.</p>
Duration	100 min
Materials	Flipchart papers, markers
Tips and Tricks	-
Suggested reading / Resources	<p>Gantt-chart:  <a href="https://www.gantt.com/">https://www.gantt.com/</a> </p>
Debriefing and Reflection	<p>The activity continues with the presentation of the Work packages the next day.</p> <p>However, a few debriefing question is recommended, such as:</p> <p>How was the work in your national team?</p> <p>Did you face any difficulty?</p> <p>How did you overcome the difficulty?</p> <p>What do you think about the role of the teamwork in this phase of the project planning? What are the pros and contras compared to planning alone?</p>



## X.1 Who is the leader?

Type of Activity	Energizer
Objectives	To refresh participants and energize them. To create good mood and vibes for the next sessions.
Description	<p>The trainer asks everyone to stand in a circle, facing each other. One volunteer is asked to leave the room, whose role will be, when coming back, is to find out who is the leader of the group. When the volunteer goes out, the trainer explains that he/she will play music, and someone shall direct the group how they dance, which movements they do all together. The others shall follow him/her without showing it too obviously, helping the volunteer. There are no limitations in movements, the aim of the exercise is to warm up the people, therefore the leader is invited to do a wide range of movements, clapping, jumping, dancing etc.</p> <p>When the volunteer comes back to the room, he/she is invited to stand in the middle of the circle and watch carefully who is the leader.</p> <p>Depending on how quick he/she find out, several rounds can be played with new volunteers and new leaders.</p>
Duration	10–15 min
Materials	Laptop, speakers
Tips and Tricks	-
Suggested reading / Resources	<p>The activity is based on the well-known ‘copycat’ game / or ‘follow the leader’</p> <p><a href="https://www.creativeyouthideas.com/resources/game-ideas/copycat/">https://www.creativeyouthideas.com/resources/game-ideas/copycat/</a></p>
Debriefing and Reflection	Not necessary.



## X.2 The CBT-Shark: Presentation of CBT-workplans

Type of Activity	Simulation
Objectives	<p>To develop the presentation skills of participants</p> <p>To increase the understanding on how to structure activities into work packages during a project</p>
Description	<p>The activity is the continuation of the exercise IX.6</p> <p>The trainers and the project support staff are forming a 'CBT-Shark team', meaning that they act like investors who are willing to support with financial and other resources the start-up phase of CBT-projects presented by the participants.</p> <p>National groups are invited to present their workplans (Gantt-chart, divided into work packages) in an interesting and impressive way, convincing the Sharks to invest in their ideas.</p> <p>The participants can use papers, flipcharts, but even computer and presentation software to the introduction of their workplan (depending on what is more available and practical)</p> <p>The trainers can decide how much time they would like to give to each presentation, such as 6-8 min can be enough, max 10.</p> <p>All national groups are presenting their workplans, one after the other.</p> <p>After all presentations are done, the Sharks can take 5 min to decide who is receiving their support. They can announce the winner, and explain the reason why they chose that group. They are also invited to give constructive feedback to all the groups in order to enhance the learning experience of the activity.</p>
Duration	60-75 min
Materials	Laptop, projector, flipchart
Tips and Tricks	-



## Debriefing and Reflection

Debriefing questions recommended:

How easy is to structure and list all necessary activities that are running during a project?

How do feel about the feasibility of your CBT-project?

What is the main aspect it needs to be still improved in?

How do you feel about your capacities to further develop your CBT-projects?

What is the realization of your CBT-project depending on?

What was the main learning outcome of exercise?

How confident you are when you have the chance to present your work? Why do we need to practice making presentations





## X.3 Follow-up planning

Type of Activity	Reflection exercise / Discussion
Objectives	To prepare participants for the closing of the TC and the possible continuation of the work and the learning experience
Description	<p>After the final presentations of CBT-workplans of participants, they are asked how they feel about these results and about the learning experience that is behind it.</p> <p>Participants are asked to reflect how they feel they benefitted from the learning experience, and how they could transfer it concretely into their work, or to other colleagues, team-mates, friends.</p> <p>They are also asked how they wish to continue the communication and the common work of the group.</p> <p>Based on the ideas brought up, necessary arrangements and follow up ideas can be concretised.</p>
Duration	20-30 min
Materials	-
Tips and Tricks	-
Debriefing and Reflection	The exercise is a reflection exercise itself



## X.4 Evaluation and reflection

### Type of Activity

Evaluation and reflection exercise

### Objectives

To facilitate the evaluation and reflection of participants to the common learning experience that happened during the TC.

### Description

The activity consists of 4 parts:

a) In the first part of the activity, the group is invited to go through the Group Agreement that has been made by all participants and trainers in the beginning of the TC.

The trainer can read out loud one-by-one the list of rules that were written. A discussion can be made on how much the group was able to respect and act according to these rules

b) In the second part of the activity, the participants are individually asked to go to the Expectation tree that they have created in the beginning of the TC. They are asked to look for their post-its and do the following:

Fears – if the object of the fear that was mentioned was not happening, remove the post-it; if it happened, leave it there.

Expectations and wishes – if they were fulfilled, leave the post-it on; if not, move it into the 'air' part of the drawing.

Participants afterwards are also asked to share what is their feeling, how satisfied they are, and what happened for them compared to the expectations they were arrived with.

They are invited to share any major experience or realisation or message they have.

c) In the third part of the exercise, the participants are invited to fill in a paper/online evaluation form as the written evaluation of the TC.

d) In the last part of the exercise, the participants are invited to form a circle, facing each other. They are invited to go to the middle of the circle, and make a statement that highlights an important feeling or thought they have in the moment, reflecting back to the TC. All other participants of the circle are asked to go as close to the person who said the statement, as much as they agree with him/her.

The space is open for everyone to share something. It shall not be forced onto people, but most frequently everyone wishes to say a few word, sharing what they have appreciated the most and what the TC was meant to them.



Duration

75-90 min

Materials

The Expectation tree and the Group agreement flipcharts from exercise II.5 of the 2nd day.

Evaluation form of the TC (prepared by the trainers)

Tips and Tricks


-

Debriefing and  
Reflection

The exercise is a reflection exercise itself.



## X.5 Last messages

Type of Activity	Group exercise
Objectives	To strengthen the relationship between participants of the TC To create nice memories related to the TC and the participants
Description	Participants are invited to fix an A4 paper on each other's back. Everyone is free to go behind any person, and write any last message onto their paper (with name of anonym), that they would like to share to them personally.
Duration	20-30 min
Materials	Papers, markers, scotch
Tips and Tricks	-
Photo	
Debriefing and Reflection	The exercise is a reflection exercise itself

