



WOW - Winners On Work

ITALY | PORTUGAL | CYPRUS | SLOVENIA | AUSTRIA | SPAIN | ROMANIA

TRAINING COURSE – Italy | SEMINAR – Portugal



1st Edition 2015

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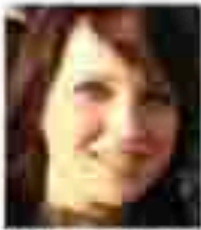




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WOW has been an amazing adventure, that we are proud to have thought, implemented and shared with such great partners!

It was a project which left a mark in participants life experience because it was directed to the skills development, touching also the emotional chords of relationships, communication and motivation. And all of us knows how strong can be such emotional learning!

We planned WOW in 2 linked training steps and it was the key to strenghten the learning process and the trust between participants. Thanks you all for your engagement and your feed-backs!

Laris Guerri

President of Associazione Agrado & Trainer in the project



WOW has been a great experience, a "place" where we could share, improve our skills, think about ourselves, take a step forward, realise how much important are these kind of projects and life experiences. Wow has been important also because it touched two different kind of activities and I think this has been the PLUS for our project. It couldn't be possible without the energy, the contribution and the cooperation

of our partners.

Maila Cocci

Project coordinator of Associazione Agrado





Associazione Agrado

Associazione Agrado is a local youth organization which manages projects, activities and actions in order to promote personal development, mobility and Interculturality. It has been working since 14 years with youngsters and community on non formal education and deeply believes in the positive contact between local and European dimension.

Local level: It manages the local Youth Centre, develops project about personal development (Life skills education in school), organizes national camps, workshops and Training Courses and creative/artistic projects and events. It supports youth creativity and entrepreneurship organizing music events and festivals with other organizations.

International level: It organizes Youth Exchanges, Seminars, Training Courses and Actions within the frame of Youth in Action Programme/ Erasmus+. It worked on LLP Programme (Grundtvig) with adults too.

It follows the guidelines coming from Europe and also from Region, on youth and job, on opportunities for trainings and on other measures to prevent youth unemployment and to give youngsters opportunity to test their competences.

It works on EVS projects having accreditation as Sending and Coordinating Organization for EVS projects (2013-IT-66).

Supported by:

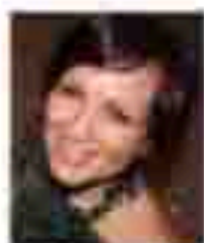


Local Supported by:





Trainers

**Laris Guerri**

Project Coordinator and Counselor in Associazione Agrado – Italy
Trainer

Work Experience

President of Associazione Agrado. Active as Project Coordinator and Trainer in Associazione Agrado - Italy. Developing Trainings for young and adult people in local and International projects.

Working both on local and International Level with young people, especially as facilitator, and in some activities also as animator. One of my task is also giving support as counselor to EVS Volunteers (sending) in each step of their path. I'm interested especially in personal development projects and trainings.

**Sérgio Gonçalves**

Project Coordinator in Associação Check-In – Portugal
Trainer

Work experience

International full time freelance trainer at National and International level.

Besides trainings, also active in Check-In association, developing and coordinating projects, giving support to volunteers and participants of Leonardo da Vinci Programme. At side also work as animator in some activities. In 2005 I've participated in my first project, a Training Course on animation, in Poland. Since then I have been active in international youthwork. First as volunteer and participant, later as freelance trainer and developing and coordinating projects.

SALTO- Youth website – TOY: Trainers Online for Youth

<https://www.salto-youth.net/tools/toy/sergio-goncalves.2693/>

**António Gomes**

Adult Education coordinator in Associação Check-In – Portugal
Trainer

Work experience

President of Check-In association. I started in youth work as volunteer and later I did an internship in Salto. I have been 6 months in Italy as EVS volunteer. Actually I work as international trainer- Years of experience in international field and youth work, being the founder of 2 youth organizations and worked in other ones developing projects.





WOW - Winners on Work

WOW - WINNERS ON WORK – Was a project composed by two linked training activities with the aims to provide fundamental tools for developing the youth creativity in areas of learning attitude, sense of initiative and entrepreneurship, and providing tools for youth workers in order to support this process.

1. TRAINING COURSE – Vinci, Italy – 19th – 26th September 2014
2. SEMINAR – Beja, Portugal – 10th – 17th December 2014

The first activity gave practical instruments to develop personal and professional competences of Youth workers and Young people. The second activity evaluated the previous outcomes, provide more advanced tools as follow up of the first TC, and found the quality tools in youth empowerment for developing sense of initiative and entrepreneurship, creating a practical handbook guide on personal and professional development of Youth.

The countries involved in both activities are 7, with 3 participants from each of them:

Italy, Portugal, Cyprus, Spain, Austria, Romania and Slovenia





Associação Check-IN

Partners

Check-IN Cooperation and Development is a non-profit organization, and works in close cooperation with public and private entities, actively participating in everyday quality improvement activities. Check-IN was created in 9 of April 2010.

Facebook page: www.facebook.com/ngocheckin



POVOD – Slovenia

POVOD is an association for youth and culture. All members are young and enthusiast people who act mainly in the interests of young people.

Facebook page: www.facebook.com/pages/Povod/249963391841863



OMIX – Spain

OMIX Ribadavia has been established to support young people from our town within the framework of non formal education. Together with European volunteers we are creating a platform for young people to help them to reach their goals.

Facebook page: www.facebook.com/OmixRibadavia



Polistiko Ergastiri Ayion Omiloyiton – Cyprus

Our NGO (Non Government Organisation), Politistiko Ergastiri Agion Omologiton, has 10 years of experience in youth work within our local neighborhood working with dance, theater and music. Its activities vary from local to international with an emphasis on the involvement of youths an younger children in cultural activities, mostly involved in the local neighborhood.

Facebook page: www.facebook.com/polerg?fref=ts



Die Kinderfreunde Kinderfreunde - Austria

The "Kinderfreunde" organization was founded in 1908 to provide children and young people with community, education and fun. The general well-being, their interests and needs are the most important tasks in our work – now as well as then.

"Kinderfreunde" are a non-profit association. In the upper Austrian region called "Mühlviertel", our organization is supported by a regional office in St.Georgen/Gusen, so that way we can provide our services were they are needed.

Facebook page: www.facebook.com/Kinderfreunde.Muehviertel?fref=ts



Asociatia de Tineri din Ardeal (ATA) – Romania

The Youth Association from Transylvania has been founded at the end of 2011. According to our Statute, we aim to help develop, promote and represent the general interests of the communities in Transylvania by having social, cultural, sporting, educational, recreational and professional training activities, and thus promoting the active involvement of youth in the perpetuation of ethnic, national and European values."

Facebook page: www.facebook.com/ata.transilvania?fref=ts





Training Course Vinci, Italy

This training course had as target youth workers, that participated and received training in fundamental tools for developing the youth creativity in areas of learning attitude, sense of initiative and entrepreneurship, and also tools in order to support this process.

In here you can see the program of activities that we had during this training course.

Vinci, Italy 19 to 26 of September 2014

	Friday Sep 19 - 19 Sep	Saturday Sep 20 - 20 Sep	Sunday Sep 21 - 21 Sep	Monday Sep 22 - 22 Sep	Tuesday Sep 23 - 23 Sep	Wednesday Sep 24 - 24 Sep	Thursday Sep 25 - 25 Sep	Friday Sep 26 - 26 Sep
8:30				Breakfast				
9:30								
11:00	Plane							
11:30	Plane							
13:00								
14:00				Lunch				
16:30								
17:00								
19:30								
20:00								
22:00								
23:00								
23:30								

The table contains various icons representing activities such as 'Path of the Winner', 'The Creative Warrior', 'Warrior Training', 'Team Games', and 'Presentation'. It also includes logos for 'Youth in Action' and 'Erasmus+'.

More detailed information about the program below:

Presentation – Presentation of participants, the team, the program, Youth in Action and the Youth Pass.

Team Games and Team Cooperation – Team building games, interculturality and promotion of interaction between the participants.

Path of the Winner – Obstacles, difficulties and efforts to find job and to succeed
Am I a Winner? – Self identification, recognition of skills and knowledge.

The Creative Warrior – Development of skills of creativity, improvisation and adaptation.

Warrior Training – Coaching, Empowerment, Motivation, Personal Action Plan, Development of inner skills and gifts, self-esteem and trust.





Training Course Vinci, Italy

Cultural Visit – Cultural visit to monuments and historical important places in Vinci – Warrior Leonardo da Vinci.

Leadership Winner – Leadership qualities and skills, good leadership practices, self-leading.

Peacefull Warrior – Stress management, time management – Self recognition of achievement.

My armor, my weapons – Building the CV, enhance the qualities, active search, dealing with "no".

Winner Training – Outstanding interview, self-promotion, career opportunities, self-creation of jobs.

After Training – Next activities, use the learning in daily life, networking, multiplier effect, cooperation.

Final Evaluation – Self-assessment (key competences), evaluation of the project, logistics, program, organization, trainers, staff.

Intercultural Night – Presentation of the culture of each country (dance, music, drinks, foods, videos, quiz).

Reflection Groups – Daily evaluation in small groups.

Open Night – Free night that allow participants to propose games and activities to be developed.

Movie "Peaceful Warrior" – Presentation of a movie about personal development.

Winner's Party – Celebration of the ending of the training course and the achievements accomplished.





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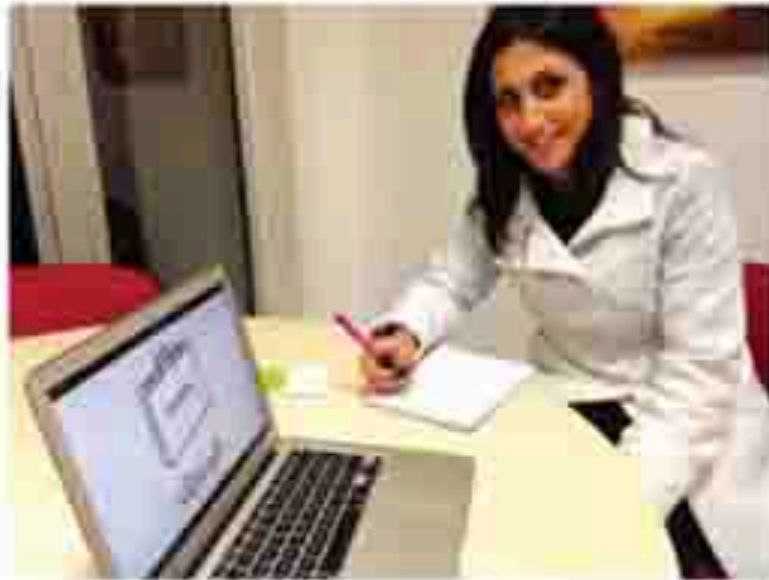
Facebook page: www.facebook.com/ata.transilvania?fref=ts





Local activities

In between the 2 training activities, participants were invited to practice in their local environments the learnings and tools developed during the TC, and applying those with their groups of youth or individuals. They were activities on coaching, motivation and creativity tools. All the results of these experiences were evaluated in the second Activity (Seminar).



Seminar Beja, Portugal

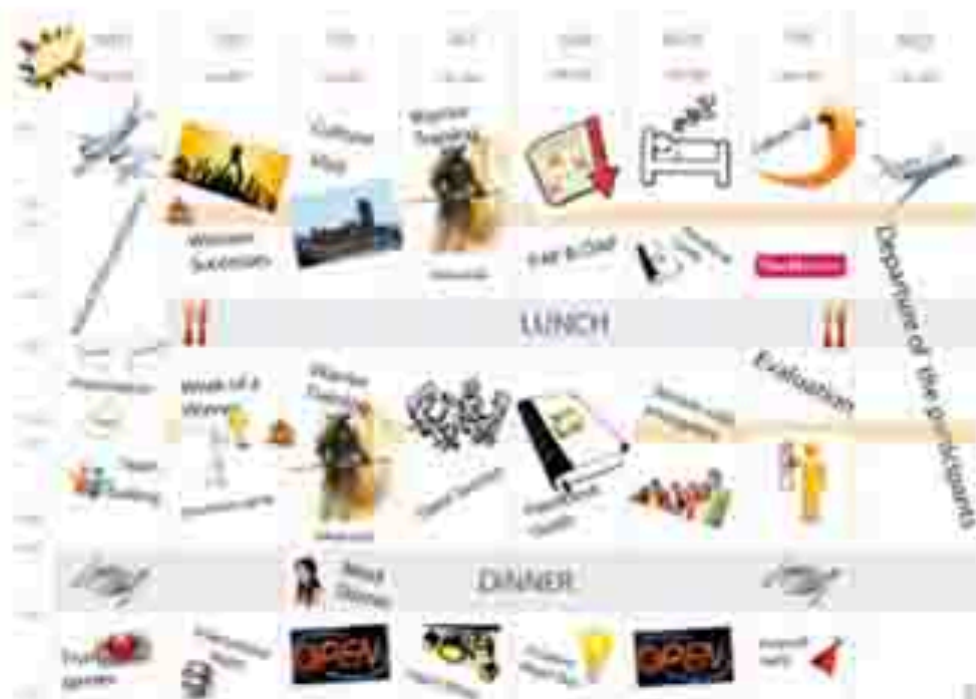
The Seminar evaluated the previous outcomes, provided more advanced tools as follow up of the first TC, and underlined the quality tools in youth empowerment for developing sense of initiative and motivating to the professional and life goals. Participants started to create a practical handbook guide on personal and professional development of Youth.

OBJECTIVES of WOW Seminar

- Encourage young people to inspire, educate and motivate the younger generation to fulfill their potential,
- Provide tools and methods of personal and professional development.
- Create a handbook guide with methods and tools for personal and professional development in Youth + a website collecting all the materials, tools, inspiring videos, quotes, photographs and participant testimonials.

METHODS of the Seminar

Team - Building, good practices evaluation, Elements of quality in the past TC tools, activities and methodologies, Different Coaching methodologies, Open session with citizenship, Practice with students, creativity tools.





Seminar Beja, Portugal





Tools

Creativity

You can facilitate these kind of exercises at any moment to stimulate creativity and problem solving. It is possible to do it individually or in team. After allow the participants to discuss about it and find themselves the correct solution in the group.

NOTE: The solution are bellow but do not present them to the participants, unless it's needed to show it.

1 - Each month have different amounts of days. How many months have 28 days?

2 - My life can be measured in hours,

I serve by being devoured.

Thin, I am quick

Fat, I am slow

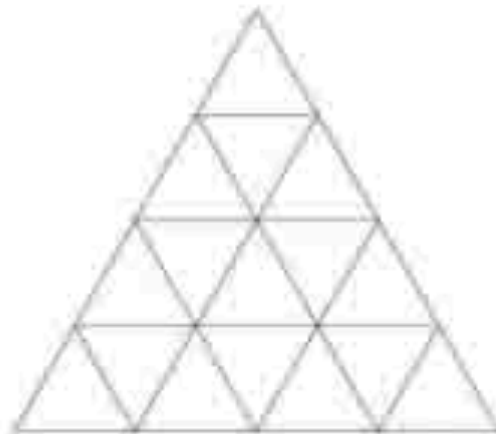
Wind is my foe.

What am I?

3 - Six eggs are in a basket. If six individuals each take one of the eggs, then how come one of the eggs is still left in the basket?

4 - A murderer is condemned to death. He has to choose between three rooms. The first is full of raging fires, the second is full of assassins with loaded guns, and the third is full of lions that haven't eaten in 3 years. Which room is safest for him?

5 - How many triangles can you count in the figure below?



Creative problems - SOLUTIONS

1 - 12

2 - Candle

3 - The last person took the basket with the last egg still inside.

4 - The third. Lions that haven't eaten in three years are dead.

5 - 27 triangles can be found.





Tools

Forum Theatre

- 1 - Young People finishes school and wants to be a musician. But he needs to convince his lawyer's father because he wants the son to find a profession with future.
- 2 - You are an Entrepreneur with a great project. But to convince financial support in banking.
- 3 - An interview with 2 people: man without experience and a woman with a lots of experience. The Company accepts only men but have to convince to accepts woman.
- 4 - In the office you need to finish one task for today. You have 2 workers not motivate in the job but you need to find a strategy to motivate them to do finish the task.
- 5 - You are an Entrepreneur and have amazing job idea. In the street you find VIP person and you need to persuade him to be part in your project.

Complete the draw

The facilitator gives these draws to each participant asking to complete them. At the end every participant shows his/her draw speaking about the idea he/she saw in it. This simple exercise allows people to express his own creativity.





Tools

Personal Development TREASURE ISLAND

In this activity each one of the participants has a paper with a picture of the same island and has to draw or write something about themselves.

AIM: the participants shall reflect about their current situation in life and raise self-awareness.

DURATION: 50 mins

CHRONOLOGY:

First step: each one has to work alone 10/15 minutes to personalize his/her Island.

Second step: the group has to work in pairs and then has to share their personal island with each other.

Third step: through active listening in step 2 each participant has to summarize the idea of it's pair and share with all the group.

PARTICIPANTS: 21

FACILITATORS: 1

RESOURCES: papers, pens

OUTCOME: the drawings of the activity





Tools

SOLVING PROBLEMS WITH CREATIVE SOLUTIONS

1st part

At first all of the participants are handed a piece of paper with an abstract shape. They have to continue this drawing using their creativity and finally present the results to the group.

AIM: improving own creativity

DURATION: 20 minutes

PARTICIPANTS: 21

FACILITATORS: 1

OUTCOME: the drawings of the activity

RESOURCES: papers, pens

2nd part

Each participant is handed a piece of paper with various mathematical and logical riddles to solve.

AIM: improving own mathematical and logical skills

DURATION: 20 minutes

CHRONOLOGY:

1st step: Everyone has to work alone to answer the questions

2nd step: compare the answers in small groups and find the answers together.

3rd step: compare the answer with all the group and find the ansie together.

PARTICIPANTS: 21

FACILITATORS: 1

OUTCOME: the drawings of the activity

RESOURCES: papers, pens

3rd part

In this activity the group is divided into smaller groups of 4 participants. Each group is handed some plastecine, spaghetti and three story cubes. Each group has to develop a story rolling the cubes which have different images and to create something on the table using all the resources they have.

AIM: improving own creativity

DURATION: 30 minutes

CHRONOLOGY:

1st step: The facilitators inform the group about the activity

2nd step: The group is devided in smaller groups.

3rd step: Groups work together to create their story.

4th step: Each team shares the results with all the group.

PARTICIPANTS: 21

FACILITATORS: 1

OUTCOME: the creation of each group

RESOURCES: plastecine, spaghetti, story cubes,table.





Tools

MYERS-BRIGGES - THE SIMPSON TEST

Description: The test contains questions about emotional and personal reactions based on situations and circumstances. Based on that the answers are leading to one of the characters of the Simpson cartoon. The answers are leading to 8 keys of motivation of the human being which vary from person to another; those keys of motivations are Introversion: 1- Sensing 2- Thinking 3- Judging; Extroversion: 1- Intuition 2- Feeling 3- Perceiving.

Aim: Is based on the Carl's Jung's and Isabel Briggs Myers, typological approach to personality. The test aims to help the participants to determine their main characteristics between introversion or extroversion, sensing or intuition; thinking or feeling ; judging or perceiving.

Every type is different from each other, if we can explain at short way , we have four approach to the situations.

- 1) Where and how one directs his or her attention and energy (on people, things , outer world) alone in the inner world
- 2) Refers to how we deal with information by focusing how we collect them in way of interpreting and adding meaning
- 3) How we are making decisions in our lives (objective, using logic and consistency, subjectively)
- 4) How we interact with outer world with a preference towards getting things decided (staying open to new information , options which come true our life

Duration: 30 minutes

Methodology: Is questioning based on imagining situations in your life when you have to deal with some issues.

Outcomes: More clear self-image for each individual for his personal needs and special characteristics. The questioner help participants to realize the personality type which will help them to achieve more success in personal life.

Participants: Numbers of participants: 1-20 (depend on the age the of participants)

Facilitator: 1 to 3.

Resources: Myres-Briggs tests.





8 KEYS MOTIVATION OF HUMAN BEING

Description: This exercise is a Reticular Activation System, the facilitator will ask the participants to work into individuals to define their motivations in life he will explain first the 8 keys of motivation that usually human beings are inspired by or living through, through a personal private time each participant will brain storm his needs and what motivates him by choosing only three main values or priorities in his life.

Aim: Building character. Based on that we usually get as an outcome a more clear image of ourselves, and more focused aims and goals.

Duration: is around 30 minuets.

Methodology: self identification through brain storming, self anlyzation, by questioning am I a winner? Which leads to the recognition skills and knowledge.

Outcome: Positive feeling for each participant of being a winner. self identification by recognizing the skills values,priorities, and knowledge.

Participants: > 12 the age depends on th target group but mostly can be open based on the needs.

Facilitators: 1.

Resources: Internet Google, under the title of character building.

WHEEL OF MOTIVATION

The participants have to identify a personal characteristic, a value and a mission which they have to write on the same flip chart. The flip chart represents a wheel which is separated into 3 smaller circles. The outer circle represents the personal characteristic, the middle one the value where the inner shows the mission.

AIM: Identifying personal profiles of the participants can be valuable for the group by raising the motivation to cooperate and perform targeted tasks in a more efficient and practical way.

DURATION: 40 minutes

CHRONOLOGY:

1st step: The facilitator draws on the flip chart the wheel of motivation and explain to the group what is and the importance of it.

2nd step: Each participant reflect about his/her personal profile

3rd step: Each participant stands up and writes on the flip chart his/her characteristic, value and mission

4rd step: The group compares the results.

PARTICIPANTS: 21

FACILITATORS: 1

OUTCAMES: notes about your profile

RESOURCES: flipchart, pen





Tools

PEMS WHEEL

Description: A tool of human being analysing which divides the orientations of each individual under PEMS sections which are: 1- Practical: which leads to sensation and safety. 2- Emotional: Following desires, freedom and being open to outside. 3- Mental: is more about logic, thinking about rules, achievements, and calculating. 4- Spiritual: is more to be about the 6th sense, intuition, and personal experience which is connected personal grow. And more details is in the below graph.



Aim: is to understand ourselves and others in a better way for self development and for better tools in coaching.

Duration: To Explain the method it takes around 20 minutes in an interactive way where participants are involved by interactive questions and brainstorming. then participants are divided into pairs with switching roles between coach and coachee. around 10 minutes for each another 20 minutes together.

Methodology: illustrated graphic to facilitate the work in pairs, as well in the explanation of the facilitator, open discussions, brain storming of the meaning of the terms used.

Outcome: Self understanding with clear visions of self motivations, and others motivations based on main needs and values which are illustrated on the graph. By understanding ourselves we are more self empowered and more focused on our goals, and by understanding others we are better educators, coaches, and supporters.

Facilitators: One facilitator can do the whole exercise

Participants: open number more than two could be any number of group as long as can divided into pairs, for the second step of the implantation after the explanation

Resource: The tool was developed by the trainer on WoW project Sergio, based on Myres-Briggs tests.





Take a Step Forward

To promote empathy with others who are different

To raise awareness about the inequality of opportunities in society

To foster an understanding of possible personal consequences of belonging to certain social minorities or cultural groups

Description of the tool

1. Create a calm atmosphere with some soft background music. Alternatively, ask the participants for silence.

2. Hand out the role cards at random, one to each participant. Tell them to keep it to themselves and not to show it to anyone else.

3. Invite them to sit down (preferably on the floor) and to read their role card.

4. Ask them to begin to get into role. 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 you do in your holidays? What excites you and what are you afraid of?

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

6. Tell the participants that you are going to read out a list of situations or events. Every time that they can answer "yes" to the statement, they should take a step forward. Otherwise, they should stay where they are and not move.

7. Read out the situations one at a time. Pause for a while between each statement to allow people time to step forward and to look around to take note of their positions relative to each other.

8. At the end invite everyone to take note of their final positions.



Take a Step Forward

Then give them a couple of minutes to come out of role before debriefing in plenary.

1. How did people feel stepping forward - or not?
2. For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were?
3. Did anyone feel that there were moments when their basic human rights were being ignored?
4. Can people guess each other's roles? (Let people reveal their roles during this part of the discussion)
5. How easy or difficult was it to play the different roles? How did they imagine what the person they were playing was like?
6. Does the exercise mirror society in some way? How?
7. 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?
8. What first steps could be taken to address the inequalities in society?
9. Do you believe that you have any power in society?
10. Are you able to be an entrepreneur in a short time distance?
11. Do you work in what you like?
12. Are you able to live in good conditions? (house, car, health cares, etc.)
13. Can you support people near you? (family, friends, etc.)
14. Are you able to study, if you wish for it?
15. Could you apply to work in politics?
16. Can you travel?
17. Are you able to fulfil your dreams?
18. Are you living according to what society imposes or according to what you want?
19. Are you happy with what you do now?
20. Are you an active member of society?





Tools

Leadership and Communication Leadership Styles

COERCIVE

Commanding. "Do it because I say so". Threatening. Tight control. Monitoring studiously. Creating dissonance. Contaminates everyone's mood. Drives away talent. Decreases fear by giving clear direction in an emergency. Coercive leader always demands immediate compliance, request subordinates to do what he or she tells them. The subordinates are drove to achieve. initiative and self-control. The leadership style is suitable in a crisis, to kick start a turnaround, or with problems employees. For long term, it might cause a negative morale and working atmosphere. Also, this kind of leadership would cause a high risk in because the leader usually can not accept different idea or comment from the colleagues or underlings. It is always appropriate during a genuine emergency, but should be used with great care.

AUTHORITATIVE

The leader mobilizes people toward a vision: come with me! Inspires. Believes in own vision. Empathetic. Explains how and why people's efforts contribute to the "dream". Authoritative leader shows self-confidence, acts as change catalyst in revolution. When changes require a new vision, or when a clear direction is needed, authoritative leader is the best one to lead for changes. This kind of leaderships is positive in working atmosphere where subordinates are willing to follow the leader with confidence. As a visionary, the authoritative leader is able to maximize commitment to the organization's goals and strategy. The approach will work well in almost any situation. It works less well, however, for leaders working with a team of experts or peers who are more experienced than they are.

AFFILIATIVE

The leader creates harmony and builds emotional bonds: people come first! Friendly. Empathetic. He or she boosts moral. Solves conflicts. Creates harmony by connecting people to each other. Affiliative leader is good in building relationships in working environment, also can setup a good communication channel between the subordinates. In the situation for healing rifts in a team or to motivate people during stressful circumstances, this kind of leader would be the best choice. The approach will improve communication, as people will begin to share ideas and this will increase inspiration. The affiliative style is probably best used in conjunction with another style, as its emphasis on praise can fail to address poor performances. This approach can also, on its own, fail to give clear directions.





Tools

DEMOCRATIC

Superb listener. Team worker. Collaborator. Influencer. Appreciates people's input and gets commitment through participation. Democratic leader forges consensus through participation. We always hear the leader saying "What do you think?". This kind of leader shows us collaboration, team leadership and also is good in communication. In situation to build buy-in or consensus, or to get input from valuable employees, the leader becomes the motivator for the team. This is also making a positive working climate. This approach is based on getting people's ideas and support, and allowing employees a say in decision. This builds trust and commitment, increases flexibility and maintains high morale, it works best if the leader is uncertain about the future direction and leans on experienced employees for ideas and guidance. The approach is less likely to work where the employees lack the competences, knowledge or experience to offer sound advices. It can be particularly inappropriate in times of crisis.

PACESETTING

Strong urge to achieve. Initiative. Low on empathy and collaboration. Impatience. Micro-managing. Numbers-driven. Realizes challenging and exciting goals. Maxim from him or her is "Do as I do, or I am your model". To get quick results from a highly motivated and competent team is needed this kind of leader. However, he or she would cause a negative working atmosphere for the team because lack of suggestions system and not encourage of comments from subordinates. The pace-setter leader sets high personal performances standards and expects others to meet them also. Those who cannot measure up are likely to find themselves being replaced. The pace-setter does not trust employees to work in their own way or to take initiative. The result is that the pace-setting style can destroy a positive work environment, as employees feel they will never be good enough and their morale fails. Flexibility and responsibility also disappear. However, the approach can work well if employees are self-motivated, skilled and only required a minimum of coordination and direction.

COACHING

Listens. Helps people identifying their own strengths and weaknesses. Counselor. Encourages. Delegates. Connects what a person wants with the organization's goals. Coaching leader develops people for their future. We always hear them say "Try this" to encourage the others to strengthen. The leader is good in developing others, empathy and self-awareness. To help an employee improve performances or develop long-term strengths is suitable for this kind of leader. Positive working environment comes from this kind of leadership. Leaders who coach both help employees to identify their strengths and weaknesses and think to their career's goals. They also encourage employees to develop a personal development plan. As good delegators, they give employees challenging assignments. This is the least used of the six styles; probably a lot of leaders think it is too time-consuming. It can improve results by increasing flexibility and commitment. This approach works better with employees which are already aware of their strengths and weaknesses and really want to be coached. This approach is better avoided if employees are resistant to change and learning or the leader lacks the expertise to be a good coach.





Tools

COMMUNICATION GAME: HOW TALL IS ALFRED?

Materials needed: chairs, the ten clues below, flip chart, marker, pens, small blank pieces of paper

Time: ten minutes

Minimum no. Of participants: 4

In groups of 4 or 5, seated in circle facing outwards with postman in the middle. The group members each have a position number (i.e. position 1, position 2, etc.) Written on the back of their chair. They cannot talk to each other, they must communicate by sending "mail" to the other position numbers using the postman in the middle.

At the beginning each person receives 1 clue from the first round of clues. They have to signal to the postman to give them blank sheets of paper so they can write messages to the other group members (i.e. p1 -p3(message).....) Which they give to the postman to pass on.

After 2 minutes, they receive 1 more clue from the 2nd round of clues. They must use the 10 minutes available to write as many messages as necessary to try to reach the objective of the game: to find out how tall is albert

When the ten minutes are finished, the results of each group (if there is more than 1 group) is written on the flip chart and the process is discussed (what communication problems did you have? What went wrong? Etc)

Peter is 3 cm taller than Rebecca	Peter is 4 cm taller than Ellen
Joan is as tall as Peter	Ellen is 4 cm shorter than joan
Joan is 7 cm taller than Amir	
2nd round of clues:	
Rebecca is 1 cm taller than Ellen	Rebecca is 4 cm taller than Amir



LEADERSHIP AND COMMUNICATION

There are many different activities for team building. In each of them it's important to focus on the group's internal communication and also on leadership.

For example:

Each participant is standing on his/her chair. The chairs are put in random positions. Some are closer to each other and others are further away. The aim is for everybody to get to a certain point far away from their position. (To pass an imaginary line.) But nobody is allowed to touch the floor and there's only one person allowed to speak at the same time. It's better to do this outdoors for more space.

AIM: to inspire trust and cooperation, strengthening the group coherence, get to know each other,

DURATION: 20 min

CHRONOLOGY:

1st step: put chairs in random position

2nd step: start

PARTICIPANTS: 21

FACILITATORS: 4

OUTCOME:

RESSOURCES: chairs

Coaching

ROSA is a method of coaching divided in four steps: Reality, Objectives, Solutions, Action. Through aimed questions the coach helps the coachee first to establish reality, then to set his or her objectives, then they identify the solutions, and which actions are needed to achieve them.

AIMS: This tool helps the coachee to identify which are his or her motivations and how how to transform them into reality.

CHRONOLOGY: First the method and the usefulness of the activity need to be explained. Each step of ROSA should be taken in pairs: twenty minutes of coaching with the partners switching roles half way. At the end of each coaching session a plenary session should be held, to reflect on the participants observations and to check if the methods is working for them, and why it does. (useful questions)

DURATION: Approximately two hours

OUTCOMES: The writing of the action-plan.

PARTICIPANTS: At least one facilitator and two pairs. If the number of participants is even, the facilitator should take the part in the coaching sessions.

RECOURSES: Enough space to be comfortable to work in pairs in confidence, a computer or pens and paper to write down the action-plan. Relaxing music is optional.





Tools

QUESTIONS, QUESTIONS, QUESTIONS

In this activity the group is divided in pairs which have to have a conversation only asking questions.

AIM: The participants get used to only asking questions as it's required for being a coach.

DURATION: 10 minutes

CHRONOLOGY:

1st step: dividing the group in pairs

2nd step: The first person starts making a question and the second person answers with another question. On which the first person answers with a question, and so on.

PARTICIPANTS: 21

FACILITATORS: 4

OUTCOME:

RESSOURCES:

TIMELINE COACHING

Is a method of coaching using regressive chronology. The coachee can visualise his or her objective in the future, and then with help of the coach, he or she can retrace the steps leading to it.

AIMS: Realising the necessary steps to achieving the goal, objective.

CHRONOLOGY: After the explanation of the method, the pairs select the place, identify the objective, then starting from there, they step backward stopping after each step. Following each step the coach helps visualise the actions that are needed to achieve the next step. Taking as many steps as needed, the coachee finds him or herself in the present, and thus realises the steps needed to achieve the goal.

DURATION: At least ten minute for each session, and ten minutes to share the experience.

OUTCOMES: Visualising the action-plan.

PARTICIPANTS: At least one participant and one coach for each.

RECOURSES: Enough space for the pacing, and possibly relaxing music.





Tools

PAP

Is: **PERSONAL ACTION-PLAN**. It is the method of visualising and writing down the plan of achieving a goal. The plan is divided into four columns: **WHAT** (what they want to achieve), **WHEN** (what is the period, the date it is achieved), **HOW** (what the coachee needs to do, what actions need to be taken), **WITH WHOM** (who can help the coachee to achieve the plan). (attach the table)

AIMS: To visualise the components of the plan, to identify the recourses, the timeline and the people who can help.

CHRONOLOGY: After the explanation of the method, as much time should be accorded to the participant as needed. In one session more than one column can be filled. After filling the columns, ten minutes of sharing follows.

DURATION: Ten minutes to an hour.

OUTCOMES: Having a written down plan, that can be used in the future. Also, in the process of filling out the table, the **HOW** column can be broken down to smaller steps, thus making it easier to achieve them.

PARTICIPANTS: Its an individual activity, but its beneficial to share the experience.

RECOURSES: Printed out forms with the table with the four columns, pens and paper or a computer for each participant.

OAP

Is: **ORGANISATION ACTION-PLAN**. The basics arte the same as with the PAP, with this method there are nine columns: **ACTION**, **PURPOSE**, **BENEFITS**, **RESPONSABLE**, **OTHERS INVOLVED**, **START DATE** and **FINISH DATE**, **RECOURSES NEEDED** and finally **REMARKS**. (attach the table)

AIMS: To plan the realisation of an objective, to delegate, to set the time-limits and to think about the recourses needed

CHRONOLOGY: After the explanation of the method the columns are filled out using as much time as needed, with discussions amongst the members of the organisation. Ten minutes at the end to discuss the experiences, reflections.

DURATION: Ten minutes to several hours.

OUTCOMES: Having the detailed plan of achieving a goal, being able to identify the recourses needed for this, the people responsible for certain tasks, reusing the plan at the next occasion, and eliminating any possible mistakes.

PARTICIPANTS: The members of the organisation and one facilitator

RECOURSES: The printed out table with the columns or a flip-chart, pens and paper or a computer for the participants to take notes.





1:1 COACHING

Questions to make in a 1:1 coaching session

Problem discovery

What's bothering you right now?

What would you like to achieve?

Why is that important?

Which is more important to you right now?

What I'm hearing / observing is ____, is that right?

Can you elaborate?

[Summarize their problem – OK, lets move on]

Option discovery

What have you tried so far? How's that working out for you?

So what haven't you tried?

In an ideal world, what should/would happen?

Who could solve this the best? How would they?

Who has encountered this before? What did they do?

Give me 3/5 options

[Summarize their options – OK, now let's look at each one]

Option choice

What's the worst that could happen?

What's the best that could happen?

What's stopping you?

What can you do now?

So what's the next step for you now?

[Agree on which is the best option]

Commit!

So what are you going to do?

When are you going to do it?

How will you remember to do it?

How will you know it worked?

How will I know you've done it?

[End with positive feedback / acknowledgement]





The Marshmallow Challenge Team Building

The Marshmallow Challenge is a remarkably fun and instructive design exercise that encourages teams to experience simple but profound lessons in collaboration, innovation and creativity.

Aims of the tool

- to experience simple but profound lessons in collaboration, innovation and creativity
- to introduce and experience team work, advantages of an effective team work
- to think about what it takes to dramatically increase innovation.

Description of the tool

The task is simple: in eighteen minutes, teams must build the tallest free-standing structure out of 20 sticks of spaghetti, one yard of tape, one yard of string, and one marshmallow. The marshmallow needs to be on top.

Surprising lessons emerge when you compare teams' performance. Who tends to do the worst? Why? Who tends to do the best? Why? What improves performance? What kills it? If you need to kick-start a meeting, get a team into a creative frame of mind, or simply want to encourage your organization to think about what it takes to dramatically increase innovation, invest 45 minutes to run a marshmallow challenge.

Step One: Schedule a Meeting

Find 45-60 minutes when your team can fully engage in the challenge. Ensure that you have tables for each team.

Step Two: Assemble a Kit for Each Team

In advance of the meeting, create a marshmallow challenge kit for each team, with each kit containing twenty sticks of spaghetti, one yard of masking tape, one yard of string and one marshmallow. These ingredients should be placed into a paper lunch bag, which simplifies distribution and hides the contents, maximizing the element of surprise.

Step Three: Deliver Clear Instructions

Be clear about the goals and rules of the Marshmallow Challenge. Use the Acrobat Presentation to introduce the challenge as well as to visually reinforce the instructions.

Build the Tallest Freestanding Structure: The winning team is the one that has the tallest structure measured from the table top surface to the top of the marshmallow. That means the structure cannot be suspended from a higher structure, like a chair, ceiling or chandelier.

The Entire Marshmallow Must be on Top: The entire marshmallow needs to be on the top of the structure. Cutting or eating part of the marshmallow disqualifies the team.

Use as Much or as Little of the Kit: The team can use as many or as few of the 20 spaghetti sticks, as much or as little of the string or tape. The team cannot use the paper bag as part of their structure.

Break up the Spaghetti, String or Tape: Teams are free to break the spaghetti, cut up the tape and string to create new structures.

The Challenge Lasts 18 minutes: Teams cannot hold on to the structure when the time runs out. Those touching or supporting the structure at the end of the exercise will be disqualified.





Tools

Ensure Everyone Understands the Rules: Don't worry about repeating the rules too many times. Repeat them at least three times. Ask if anyone has any questions before starting.

Step Four: Start the Challenge

Start the countdown clock and the music with the start of the challenge.

Walk around the Room: It's amazing to see the development of the structures as well as notice the patterns of innovation most teams follow.

Remind the Teams of the Time: Countdown the time. Usually, 1 call 12 minutes, 9 minutes (half-way through), 7 minutes, 5 minutes, 3 minutes, 2 minutes, 1 minute, 30 seconds and a ten-second count down.

Call Out How the Teams are Doing: Let the entire group know how teams are progressing. Call out each time a team builds a standing structure. Build a friendly rivalry. Encourage people to look around. Don't be afraid to raise the energy and the stakes.

Remind the Teams that Holders will be Disqualified: Several teams will have the powerful desire to hold on to their structure at the end. Usually because the marshmallow, which they just placed onto their structure moments before, causing the structure to buckle. The winning structure needs to be stable.

Step Five: Finish the Challenge

After the clock runs out, ask everyone in the room to sit down so everyone can see the structures. Likely, just over half the teams will have standing structures.

Measure the Structures: From the shortest standing structure to the tallest, measure and call out the heights. If you're documenting the challenge, have someone record the heights.

Identify the Winning Team: Ensure they get a standing ovation and a prize (if you've offered one).

Wrap up with the Lessons of the Marshmallow Challenge: Deliver the attached presentation or just describe some of the key lessons of the marshmallow challenge:

Kids do Better than Business Students: On virtually every measure of innovation, kindergartners create taller and more interesting structures.

Prototyping Matters: The reason kids do better than business school students is kids spend more time playing and prototyping. They naturally start with the marshmallow and stick in the sticks. The Business School students spend a vast amount of time planning, then executing on the plan, with almost no time to fix the design once they put the marshmallow on top.

The Marshmallow is a Metaphor for the Hidden Assumptions of a Project: The assumption in the Marshmallow Challenge is that marshmallows are light and fluffy and easily supported by the spaghetti sticks. When you actually try to build the structure, the marshmallows don't seem so light. The lesson in the marshmallow challenge is that we need to identify the assumptions in our project - the real customer needs, the cost of the product, the duration of the service - and test them early and often. That's the mechanism that leads to effective innovation.





Glossary

NFE (Non formal education) – Learn by doing.

Energizer - Short duration exercise with the objective of stimulate the participants.

Seminar - Meeting where youth workers share experiences and practices, and cooperate to achieve objectives.

TC (Training Course) - Training facilitated by a qualified trainer in a certain topic using non formal education.

Team Building - Exercises to create team spirit and develop cooperation.

Networking - Cooperation at local, national and international level.

Youthpass - Participants of approved projects have the right to receive recognition for their participation and learning which can be used in their future lives.

Erasmus+ - Program for education, training, youth and sport. It is built on the well-known and respected EU brand of the highly successful Erasmus student exchange program.

http://ec.europa.eu/programmes/erasmus-plus/index_en.htm

Empowerment - This is a growth-process based on aiming self-esteem and selfconsciousness. It consists of getting awareness of participant's own potential and make the individual capable of using his own skills at a higher level. This process brings the person to exit out of his own comfortzone and reach a new and wider point of view on his own limits.

Leadership - Is the ability to lead a group to achieve a common objective. To do it, the leader, which is the carrier of the „vision“, must be able to communicate his idea to the collaborators, sharing the decisional process and coordinating the workgroup. He is also able to motivated the collaborators and make them use at best their own potential, driving them through a successful project.

Coaching - Coaching is a useful way of developing people's skills and abilities, and of boosting performance. It can also help deal with issues and challenges before they become major problems. A coaching session will typically take place as a conversation between the coach and the coachee (person being coached), and it focuses on helping the coachee discover answers for themselves. After all, people are much more likely to engage with solutions that they have come up with themselves, rather than those that are forced upon them! Coaches in the workplace are not counselors, psychotherapists, gurus, teachers, trainers or consultants – although they may use some of the same skills and tools.

Coach - Coaches offer their clients a supportive and motivating environment to explore what they want in life and how they might achieve their aspirations and fulfill their needs. By assisting the client in committing to action and by being a sounding-board to their experiences, coaching allows the individual the personal space and support they need to grow and develop. The coach's key role is often in assisting the client to maintain the motivation and commitment needed to achieve their goals.

A successful coach requires the knowledge and understanding of process as well as the variety of styles, skills and techniques that are appropriate to the context in which the coaching takes place.

Coachee - A person who receives training from a coach.





Moments





Testimonials

ALEXANDROS - Cyprus: "The main outcome I received from the project was the ability to set plans and how to achieve them. Although in reality it was difficult for me to establish this at all levels, but it was extremely useful to accomplish in really important and complex targets. The project was also very important to help understand others, especially youngsters, in order to be able to guide them for setting their own targets and map the important steps on how to achieve them".

MARCO - Italy: "WOW has been a project that encouraged me to do more and to do it better. A lot of flowing ideas and the tools to make them real! Supporting and Developing."

DANIEL - Spain: "This project has the really right title: WOW - Winners on Work. "Wow" - Is the feeling we felt a lot of times during the both events, in Vinci and Beja. It was unbelievable to meet all of you there. "Winners" - All of you are winning the battle against the boring and sad World. You are my champions, my referrals wink emoticon "On work" - You are changing things everyday. And I'm sure you are also motivating other people to work in this way. You made it with me. You are making it with me nowadays. THANKS for be there!"

SILVIA - Portugal: "The WOW experience has given me the skills and the self-confidence to embrace the hardest challenges and to be prepared for difficult work circumstances. I've learned the importance of creative coaching in the leadership and entrepreneurship, using advanced non-formal education techniques. I've improved so much with the exchange of experiences with other people of different countries and became aware of the significance of being an active European citizen."

MARILENA - Cyprus: "A few comments from a Cypriot participant...I have participated only in the first part of the training, though it was an amazing experience for me. All the knowledge I have learnt, the people I met, the moments we have had there, mean so much to me. The training was perfectly organized, the venue, the food, the Italian hospitality... I feel really lucky that I had this chance to meet all these people and share a week with them, learning and interacting through the activities. Thank you!"

ROBERT - Slovenia: It was great we had time to digest we learned at the first step and then upgrade it at the second meeting. Long-term is always better than just one time meeting. It was very useful.

SAMAR - Slovenia: WoW with its continues creativity. Provided us through experiential learning new concepts, methods, values and angles of tolerance, leadership, empowerment, cooperation, coaching, entrepreneurship and understanding. Toward ourselves and others. In work and personal life.

ESTELA - Spain: In my opinion was an incredible experience, it was very important for me because I never had the opportunity for an International project. It has been wonderful and enriching to meet people, new cultures, new ideas and concerns, open your mind to the world and let new emotions did not know before. The project has been fantastic, fun, dynamic and yet I have learned new techniques which I'm sure will help me in the professional and personal future. Thanks you very much for everything... I hope to repeat the experience

RICARDO - Portugal: My experience at WOW was completely off the wall. Italy has some magic around. The place where we stayed - with some old picturesque beauty - was perfect for the project's dynamics. I will always remember the sunset at the house, with some farm animals around. About the project itself I think it was well organised, precise, insightful and taught us some well rounded techniques and tools to discover oneself, to be comfortable out of the comfort zone. To think, to see, to help each other. I would have to say the place and the environment made the biggest impact on me. Nevertheless I couldn't asked for better company. Everyone was emotionally smart, with some kind of weird skills to deal with people - good weirdness, of course! Everyone was tremendously good dealing with others, understanding their situations in general... What a place to be! Bottom line, I had a great week, with good people in a really nice place! Congratulations to the organisation, the trainers and everyone involved. You have now the responsibility to repeat and let other people have the same amazing experience I did. For everyone I was with and share this moment - see you when the fog lifts.

ANTHI - Cyprus: "Following this training course I had the opportunity to become familiar with a topic for the first time. It was a great experience because it did not only offer me create tools on coaching but it also gave me the chance to put it in practice during the course".





Testimonials

FRANCESCA - Italy: "Wow was a great experience to improve creativity and entrepreneurship in personal and work life. I developed better myself and my project of life. Thanks to every moment".

ANA - Slovenia: "This was a great experience to take part in both trainings in Italy (Vinci) and later in Portugal (Beja). I get general knowledge of how to help and build myself, how I can use methods for working with different kind of groups of persons. I will use this all knowledge in near future".

CLAUDIA - Austria: "At first I want to say many thanks for this great experience in Beja. The project was organised very well, project itself, and on the spot as well. I felt very well. At first I'm always a little cautious in new groups, especially when some of them are known and were a group before. But it was a very nice and open for new group, and so I felt in good hands after a short time. Besides all the more and less known to me content, it was very entertaining and funny all the time. Only the night experience was not so good for me, although the idea was very great. But for me it was a little bit late and an unfair play. The topics, tasks, the whole program were very interesting and varied. There were new things to take with me, for myself and my work with youngsters as well. The content of themes, the group tasks in different ways, Blind dinner, coaching session in school - I'm writing sometimes to my coaches - all these parts were very great. Thanks all of you people. I would be very happy to meet you again, soon".

TERESA - Spain: "Wonderful Opportunity to Work in a great group to learn new tools, new paths, new methods, to share experiences, to improve the personal and professional life. Coaching, leadership, share, show, learn, active listen, practice, values, cultures, entrepreneurship, open mind, cooperation, games, self-confidence, opportunities, tolerance, new friends, new projects, new thoughts... Those are some words come to my mind when I talk about WOW PROJECT. It was a good time to motivation as we can work in many different ways... And every of them are good. AND THAT WAY WOW IS ONE OF THE BEST ONE. I really enjoy working together. Thanks everyone was a pleasure!".

FLAVIO - Portugal: "For me it was very useful. Give me skills and self-confidence to embrace new challenges and feel prepared to everything in my work and personal life. I learn a lot in this project".

DAVIDE - Italy: "One of the best experience in my life. I've learnt a lot of things about myself but overall about all the people I've met in Vinci and in Beja. I've improved all my personal skills and I've shared it with my friends; this was extremely helpful for me and my professional career, and I'm using all this knowledge also at work...I feel like a winner on work!".

REKA B. - Romania: "For me, this training was useful. I learned a lot about myself, patience, cooperation. It was very important to me that the participants and the leaders were tolerant. I liked that the project was diverse and creative. For me the WOW project stay in nice memories".

SONJA - Austria: "Well selected and exiting Methods extended my trainer skills immensely, on top of that I could develop a better sense of self-confidence throughout my daily exercise. The groups dichotomy exceeded into a certain validation for each individual component, which subsequently led into very creative and motivational solutions for the upcoming tasks. The floating spirit of these wonderful people was a huge personal gain and has brought enlightenment to myself and my work".

IOANNIS - Cyprus: "Made me rethink the process for own personal development and obtained important tools that added up on my work in the field of youth and entrepreneurship. I take back the love, respect and truthful help from all the people I met, during this project. Definitely a WOW experience".





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