



**IYE-LABS**

# **IYELABS EDUCATIONAL TOOL KIT**

**MANUAL FOR YOUTH  
WORKERS**

Coordinator



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## **TOOL KIT FOR YOUTH WORKERS.**

**May 2019**

This document has been prepared to guide the implementation of the IYE-LABS Project, a transnational cooperation formed by seven organisations from five countries (Spain, Italy, Croatia, Turkey and Belgium). The guide has been produced in collaboration with the member organisations of the IYE-LABS Consortium.

### **Project and document coordination**

Xul Foundation

### **Collaboration and contributions of the member organisations of the IYE-LABS**

#### **Project Consortium:**

Dinamic Development

Xul Foundation

Garagerasmus

Impact Hub Zagreb

InCo Association

Out of the Box International

Plataforma del Voluntariado de España

### **Thanks**

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Este proyecto ha sido cofinanciado con el apoyo de la Comisión Europea. Esta publicación y todos sus contenidos reflejan los puntos de vista únicamente del autor, y la Comisión no se hace responsable del uso que pueda hacerse de la información contenida en el mismo.

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## INTRODUCTION

¡Welcome!

The objective of this Toolkit is to bring together information targeting the dynamization itself and the person of the dynamiser and co-dynamiser of IYE-LABs. This document aims to be a clarifying summary of the key aspects that you, as a dynamiser, must take into account in the preparation, participation and evaluation of training itineraries and voluntary projects.

As complementary material you can find the Toolkit IYE-LABs – Young People Training Manual, which contains material to be worked directly with and by the young participants of IYE-LABs. In addition, for more detailed information, we advise you to read the IYE-LABs Methodology – Good Practice's Replication Strategy.

This Toolkit provides dynamizers with practical guidelines to implement IYE-LABs at the local level that will help them in the planning of training itineraries and voluntary practices and in the evaluation of results, which will allow them to measure the success and impact of the actions.

Before we begin, for an enriching experience, it is essential to establish our working principles, based on the understanding and care of the groups, respect for the values of participation and trust in the group's abilities.

### **A group is more than a group of individuals within a space**

Your group is more than the sum of its young people. It is made up of life stories. In a group, individual and collective expectations must be considered if you want to build a common goal. For this reason, it is essential to stimulate connections among its members in order to reinforce collective commitment.

### **Participation principles**

Connecting and engaging people depends on clear communication and a climate of trust to provide young people with a comfortable space to express their emotions and opinions in an atmosphere of respect and trust.

### **Trust in the capabilities of the group and its process**

Dynamizers must believe in their abilities to make a positive impact on the communities, neighborhoods, cities, countries, and why not, the World. We all have the potential to exchange valuable experiences and, even more importantly, we are all agents of social change. For this reason, the role of the dynamizer is to perceive the traits of each group of young people and support them in their development for a collective achievement/objective.

Let's go!

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## 1. THE ROLE OF DYNAMIZERS

To DYNAMIZE is to activate, to give energy and intensity, to make something acquire dynamism. In the field of social

actions, we could say that **to dynamize is to give movement to an initiative**, providing the "fuel" to keep it going, with the motivating force and action necessary to fulfill its purpose.

Thus, in IYE-LABs we call DYNAMIZERS those people who will act directly with young people, with the role of giving that vitality and rhythm to the process, strengthening the interaction with the target audience, as well as facilitating the work sessions of the training itinerary and orienting the implementation of the social labs.

**Dynamizers are key to the success** of the initiative because beyond the operative coordination of the meetings, they are the ones who articulate, catalyze, motivate and support youth participation and create bonds that help sustain the groups.

It is also dynamizers - together with the teams of the partner organisations - those responsible for the practical tasks, such as

#### ***WHAT ACTIVITIES WILL DEVELOP THE DYNAMIZER?***

translating the contents and applying the dynamics and activities suggested in the toolkit, leading the process for the fulfillment of the objectives in each session.

In this way, IYE-LABs allied organizations can identify in their team or environment people who have the profile, skills and qualifications to dynamize the initiative.

It is important to emphasize that the dynamizers are not necessarily the only or main responsible for all the coordination and implementation of IYE-LABs. Locally, each organization must decide how to organize its team and distribute the tasks, according to its experience and possibilities, taking into account the strategic character of the dynamization in the execution of the program.

#### **↓ THE ROLE OF DYNAMIZERS**

The dynamizer has a strategic role in IYE-LABs and will accompany the work cycle between June 2019 and December 2020. It has in its role 4 basic acting areas:

# MANAGEMENT: Planning and managing the Training Itinerary.

# FORMATION: To apply the Training Itinerary and to orient the Voluntary Project.

# COMMUNICATION: To guarantee the communication and continuous stimulation of the group.

# ASSESSMENT: Ensure the recording of information, compliance with goals and qualitative evaluation of the sessions and the group's progress.

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In order to guarantee the good progress of the process, to avoid discontinuities due to unforeseen events, we strongly recommend having 2 dynamizers ready to lead the process. Being viable, the couple can act together from the beginning in the sessions as dynamizer and co-dynamizer, which encourages collaborative work and facilitates preparation, interaction with the group and also registration of information.

1	2	3
PREPARATION	IMPLEMENTATION	REPORT
<ul style="list-style-type: none"> <li>✓ Reading the project's base documents: Methodology and Toolkit</li> <li>✓ Participation in the formative, face-to-face and/or online sessions</li> <li>✓ Planning support for the Training Itinerary and Social Lab with the local team</li> <li>✓ Support for the selection of participants</li> <li>✓ Support for communication and dissemination of IYE-LABS</li> </ul>	<ul style="list-style-type: none"> <li>✓ Previous organization of the training workshops: local, schedule, invitations, materials</li> <li>✓ Definition of activities and organization to apply the contents during the workshops</li> <li>✓ Facilitation of workshops and conduction of "final products"</li> <li>✓ Dynamization, animation and continuous communication with the group</li> <li>✓ Guidance on the development of group initiatives</li> <li>✓ (Support and/or facilitation of) local articulations for implementation of Social Labs</li> </ul>	<ul style="list-style-type: none"> <li>✓ Evaluation of the training workshops and the stages implemented</li> <li>✓ Registration of information (list of participants and general data of the activity)</li> <li>✓ Visual and material record (photos, videos, panels and materials developed by the group)</li> <li>✓ Support for the preparation of official reports</li> <li>✓ Facilitating the lessons learned meeting at the end of the process</li> </ul>

## 2. PREPARATION TO IMPLEMENT IYE-LABS. KEY ASPECTS.

### 2.1. Recruitment

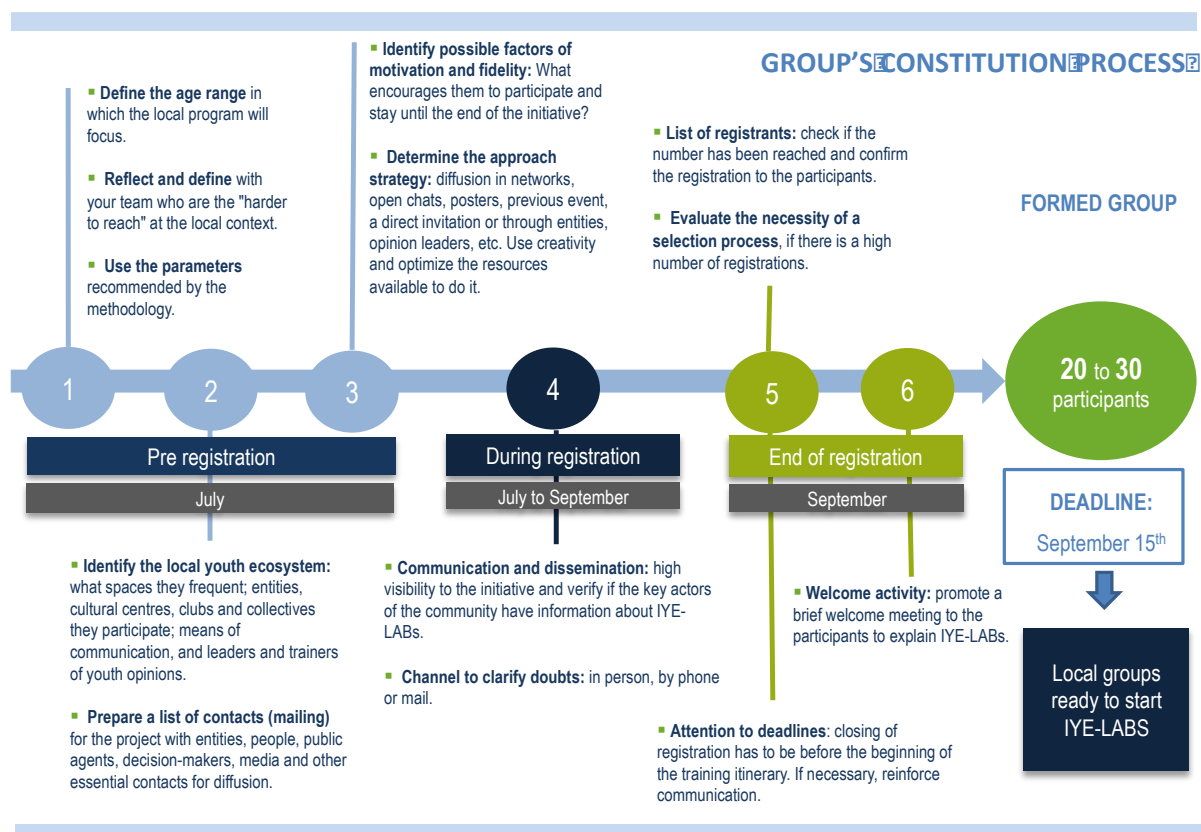
#### PARAMETERS FOR GROUP COMPOSITION

##### **Key aspects:**

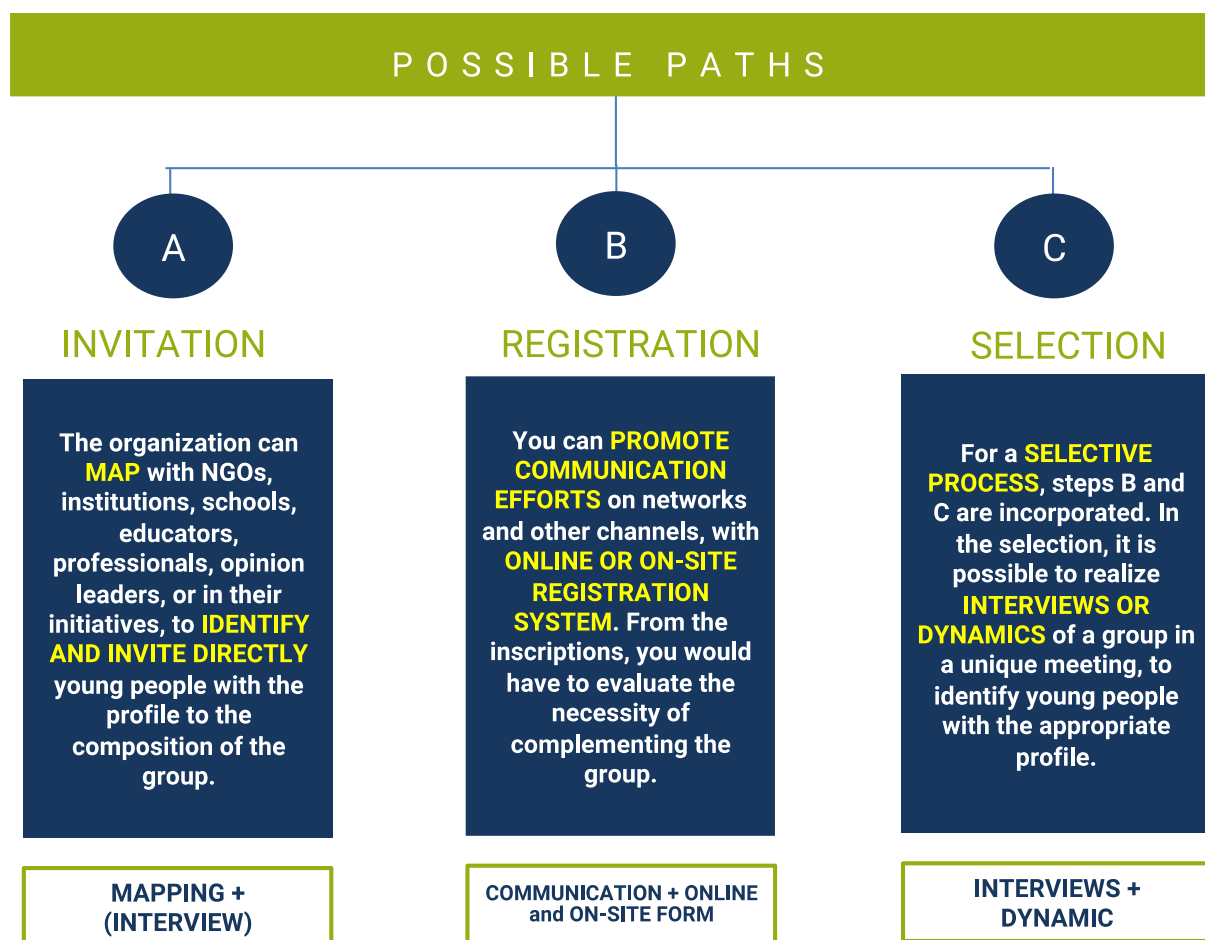
- # Size: groups of 20 to 30 people
- # Age: 18 to 30 years old
- # Group formation period: July/2019 to September 15/2019 (maximum)
- # Goal of harder to reach: minimum of 12% in composition (3 to 6 people)
- # Diversity goals: no profile will exceed 50%.
- # Gender equality: balanced participation (40%-60%) of women and men

### 2.2. Constitution of the group

#### GROUP CONSTITUTION PROCESS



## POSSIBLE PATHS



### 2.3. Local articulation

# To articulate is to create networks and an ecosystem of people and organizations around the project, seeking to expand dialogue, influence and support to IYE-LABs and young participants.

# Local articulation is part of the communication and public relations strategy that the partner organization will establish and is very relevant for carrying out some aspects of the initiative, such as:

- # Communication and local dissemination of IYE-LABs;
- # Dialogue with Decision Makers;
- # Implementation of the Volunteer Project with the support of social organizations, NGOs and collectives in the Volunteer Project;
- # Role models: involving inspiring personalities;
- # Gain support: material, knowledge, exchanges, cession of space, co-activities, etc.



We suggest starting the planning of the articulation with a brainstorming with your team to map those audiences in the community and then establishing the strategy to reach each group, considering the different levels of involvement.

#### **↳ TIPS FOR LOCAL ARTICULATION**

# Identifies and prioritizes the local audiences that should know IYE-LABs and what their objective is with each one.

# Organize a list of specific names of people, organizations, public secretariats, etc. This will help you think about how to reach people directly.

# Identify the best means to reach those people. Consider that you can use different ways to reach them depending on the objectives: mail, social networks, posters, visits, work meetings, invitation to participate in an activity, participation in their events, formal request for support.

# Look for connections that make it easier to talk to these people. If you don't have the direct contacts for an approach, who could have them? Are there strategic people in your organization's network of relationships who can make that bridge?

# Think of vertical (hierarchical) and horizontal (intersectoral, for example) articulation to expand your possibilities, especially in the public sphere.

# Be creative in engaging audiences. In some cases, more formal and protocolary actions are needed. But it is also possible to propose dialogue in a more pleasant way, for example:

- Organize a breakfast with Decision Makers to present the project;
- Send a video made by young people to invite a Role Model;
- Organize a visit to an NGO's social project to get to know it;
- To hold a workshop in the spaces of promoting organizations;
- Invite a stakeholder to share experience in a workshop;
- Invite potential promoters to accompany a work session;
- Take advantage of summer cultural activities to spread IYE-LABs;
- Carry out an event with an intercultural reference for networking.

# Keep communication with strategic audiences throughout the process.

### 3. DYNAMIZATION OF MODULES AND WORKSHOPS.

Before starting to plan, we have to review well the purpose, activities, contents and keys to implement IYE-LABs. That will give you security and confidence, even when it comes to flexibility and improvisation.

Next, we are going to review some essential concepts.

#### MODULES

**Each module is a mini process** with a well-defined approach and an arrival point that prepares the group for the next stage. It is very important to understand the purpose of each module and to plan it integrally before moving on to the next, as this will give an overview of how and where you will lead the group.

#### WORKSHOPS

**The workshops are the working meetings with the group** in which activities and dynamics are carried out.

There is no defined number of workshops per module. This is an exercise of reflection and planning of the dynamizer: according to the local context, define how many workshops will be carried out per module, thus distributing the planned training hours.

#### IYE-LABs TOOLKIT (Young People Training Manual)

**The toolkit is the roadmap in order to apply the methodology.** With him in your hands, you'll have what you need to do the workshops. Therefore, before starting to plan and define the meetings, we recommend you to read the complete IYE-LABs Toolkit, with the dynamics to be worked with the young people and clarify the doubts about how to carry out the activities. And remember that you always can propose complementary activities and give your personal twist to the session.

#### CHECK-LIST

Once you have designed the workshops, organize your check-list so that you don't forget anything. In this document, as well as in the Methodological Guide, you will find a check-list that **will help you to review everything you have to take into account before, during and after the implementation.**

In general, we remind you that you must bring the materials indicated for carrying out the activities, the worksheets (which you will find in the Toolkit IYE-LABs), the attendance list and the group's Board Diary (Dynamics 17, IYE-LABs Toolkit).

In addition, you can include, for example, some music, an inspiring text, an image or other items that you think are relevant to the meeting.

#### EVALUATION AND INDICATORS

In each workshop, the dynamizer must write down key data and information that will be used for the evaluation and composition of the project indicators.

Thus, in addition to the attendance list, we suggest you to write down your observations on how the workshop went, on participation, absences, perceived abilities of the participants, etc.

## TIPS FOR WORKSHOP DYNAMIZATION

# **Arrive early** to concentrate and **prepare the space** before participants arrive. Remember that you are the host.

# Seeks to create a pleasant atmosphere and ensure a **well-kept environment** to receive participants.

# **Prepare the materials in advance** and leave them organized before the start so you can find them easily when you need to use them.

# Always leave a sheet of paper by hand for you to **write your notes** if needed as soon as possible.

# Whenever possible, **use visual resources**: image, photo, design, flipchart notes that make it easier to see and remember information, activity, observations, etc.

# **Schedule pause(s) but be flexible** if you notice that the group needs a break earlier or more times than planned.

# **Organize yourself** in relation to the time of both the workshop and the activities. It is the role of the dynamizer to manage that everything happens in the correct time, observing even the need to complete an activity in the next session.

# Make the **evaluation** of each workshop as possible so as not to lose important observations.

## ABOUT WORKSHOPS DYNAMIZATION

# The dynamizer is not a teacher, nor a specialist who is going to deal with an issue with the group, but must facilitate dialogue and the conditions for the group to work pleasantly and productively, reaching their objectives.

# At the same time, the dynamizer will be the reference person for the young participants of IYE-LABs for months, with the possibility of building important trust links with the group. In this sense, it is important to consider that the young people will be direct observers of their example, behaviors, ethical attitude and respectful and caring attitude towards the group.

# During the workshops, you have to be careful not to express an opinion, influence or induce the group. The protagonism is of the young people and the dynamizer contributes so that they can express themselves and can construct their own decisions.


# Be inspired and inspire: the dynamizer can broaden his/her universe of knowledge, ideas, references to inspire and motivate the group. They can also share their experiences, examples, tell stories that bring other points of view.

# It is also a desirable role to encourage people to participate, to try, to get out of their comfort zone. The energizer can stimulate critical thinking and help synthesize or spin the group's ideas.

#### 4. CHECKLIST

What to take into account when preparing for local implementation?

We prepare a check-list of what is important to consider to start IYE-LABs:

 <b>CHECKLIST TO LOCAL IMPLEMENTATION</b>
<p><b>TEAM</b></p> <ul style="list-style-type: none"> <li>( ) Define the team</li> <li>( ) Define the dynamizers (we recommend two persons)</li> <li>( ) Review with your team the Methodological Guidebook and Toolkit</li> <li>( ) Organize and distribute the tasks: Management, Training Itinerary, local articulation and communication</li> </ul> <p><b>Follow-up questions</b></p> <p>With how many dynamic people will we count?</p> <p>Do they know the Methodological Guidebook and the Toolkit?</p> <p>Did they attend the previous events?</p> <p>Do they have doubts about the use of the material and/or modules?</p>
<p><b>LOCAL ARTICULATION</b></p> <ul style="list-style-type: none"> <li>( ) Mapping the local ecosystem to support the project - social, youth, cultural</li> <li>( ) Identify the decision makers</li> <li>( ) Start local contacts and articulations to present IYE-LABs</li> <li>( ) Define and invite the inspiring personality (Role Models)</li> </ul> <p><b>Follow-up questions</b></p> <p>Who are our key contacts?</p> <p>Who are the local Decision-Makers to be engaged?</p> <p>Who will be our Role Model?</p>

## REGISTRATION AND CONFIGURATION OF THE GROUPS

- ( ) Define the age range
- ( ) Define profile "harder to reach"
- ( ) Mapping youth ecosystem: Where are our target group?
- ( ) Create contact list (mailing)
- ( ) Define youth recruitment strategy (invitation / registration / selection)
- ( ) Prepare the process communication (social network, poster, media, etc.)
- ( ) Start the broadcast and receive the inscriptions
- ( ) Contact the final list of participants
- ( ) Hold a welcome meeting

### Follow-up questions

Have we reached a group between 20 and 30 people?

Do we have gender equality in the group?

Have we achieved a diverse group?

Have we reached a minimum of 12% profile "harder to reach"?

## 5. FOLLOW-UP EVALUATION AND METRICS

The IYE-LABS methodology foresees monitoring and evaluation activities both for the Training Itinerary phase and for the implementation phase of Volunteer Projects.

It will be the dynamizing person, with the support of the partner organization, who leads the evaluation activities in the training itinerary phase.

The timetable for monitoring and evaluation is as follows:

<b>STARTING POINT</b>	E.1.1. Participant profile + E.2.1. Dynamizer profile
<b>MODULE 1: Know yourself</b>	E.3.1. Self-assessment of skills+ E.4.1. Skills assessment (by dynamizer)
<b>FINAL TRAININGS</b>	E.3.2. Self-assessment of skills + E.4.2. Skills assessment (by dynamizer) + E.5. Group evaluation+ E.1.2. Participants' satisfaction + E.2.2. Dynamizers' satisfaction
<b>DROP OUT</b>	E6. Cause of drop out

The evaluation questionnaires, as well as the Evaluation Guide, can be found as annexed materials.