WAKE-UP!

A GUIDE
TO PEDAGOGY
OF FREEDOM

WAKE-UP!

A GUIDE TO PEDAGOGY OF FREEDOM

CONTENTS

PREFACE

We are happy to present you with this **Guide to Pedagogy of Freedom**, which was created during a two-year project called Wake Up!, conducted as part of the Erasmus+ programme. The guide is an authorial, heartfelt record of the freedom pedagogy concept, based on 20 years' experience, passion and convictions of Magdalena Sambor Reichardt and Falko Reichardt - the most ardent advocates of non-formal education I know.

'We learn all our lives' - everyone involved in the Wake Up! project has experienced this statement to be true in an extraordinary way. Not only the young participants of the exchanges but, as it has turned out, every person related to the project. And, like the participants, everyone could probably tell their own story. I know one thing - our emotions do not lie. You will see some of them in the photos and films included in the guide, which were created under the professional guidance of Agnieszka Kokowska and Krzysztof Kowalski, and thanks to the support of the students from the Leon Schiller National Film, Television and Theatre School in Łódź - its Department of Animation Films and Special Effects run by Professor Krzysztof Rynkiewicz and Professor Janusz Tylman. The emotions also permeate the text; they are clearly visible in the personal tone of the descriptions of non-formal education methods.

This personal style of the guide is based on a premise that, by writing it, we are inviting the staff of the rural community centres in places like Wysiedle, Zagórzyce, Zajezierze or Prusinowo to a dialogue. It is our acquaintance with ladies like Bożenka, Beata, Irena or Marzena that has encouraged us to retain the language we used during this fantastic two-year adventure. We would also very much like the guide to encourage self-study, and we hope that the readers will be fond of the ideas for working with teenagers, children and adults described here. The guide would not have been created without the involvement of all the young project participants from Łobez area and Berlin, the devotion of the team leading the group during the two exchanges, the kindness of the representatives of self-government organisations and the authorities of the district of Łobez, and the enthusiastic support provided by our project partners as well as our wonderful collaborators and volunteers from Bonin Foundation.

We trust that Wake Up! has inspired the friendly Łobez Commune to start its own adventure with non-formal education.

Wiesława Piećko, chair of the board of Bonin Foundation

INTRODUCTION

We are happy that you have reached for the Guide to Pedagogy of Freedom, a publication based on over 20 years' youth work experience gained by partner organisations from various countries during intercultural projects, and during their ceaseless search for routes to personal development and methods for group work.

The Guide to Pedagogy of Freedom is a result of cooperation among a number of people of different ages, who were ready to experiment, contribute the potential of their ideas and values, and share their experience and feedback. It is an attempt to impart our thoughts about the conditions for feeling empowered. While researching the literature on this topic, we were continuously aware that the world keeps changing at an ever faster rate. Together with the youth, we strove to bring about change aimed at improving interpersonal relations, inspiring civic engagement and responsibility, developing personal and public spaces, and promoting the individual and shared sense of agency.

The publication was created during a two-year project called Wake Up! Promoting Non-formal Education of Youth in Łobez Commune through International Strategic Partnerships, carried out by Bonin Foundation in collaboration with D Bonhoeffer International Centre for Studies and Events in Szczecin, the Association of the Trebnitz Castle Education and Exchange Centre, Richter Foundation from the Netherlands, and agitPolska e.V. from Berlin. Our cooperation in the field of non-formal education was made possible thanks to the support of the European Union's Erasmus+ project.

Maria Buchelt - co-ordinator of the Wake Up! project, Bonin Foundation

I. PEDAGOGY OF FREEDOM
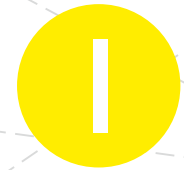
'Agency is the ability to influence change in my surroundings'. Kuba, 12 years.

Agency is the ability to recognise the potential for change, to make choices and implement them. In a social context, agency can be magnified by individuals acting together. Some of the literature on the subject places agency in opposition to community and claims that the causation potential is determined by knowledge, power and resources, eg financial ones. We set out to check if it is actually true. Throughout the project, we tested, together with young people, different notions of understanding, experiencing and developing agency. We acted on the assumption that young people are experts in all the matters that concern them and in the social life around them, that they are equipped with intuition and knowledge, and that they examine the resources at their disposal and are keen to build non-hierarchical relations. While searching for ways to attain freedom, agency, and collective and individual power, we attempted to identify the conditions for bringing them about.
For many years, we have called it a pedagogy of freedom. Its key postulates are listed below.

1.RESPECT, ACCEPTANCE, MINDFULNESS
The essence of the pedagogy of freedom is noticing each person in a group, with the 'I'm OK and you're OK' attitude as the starting point. It means becoming non-judgmental, adopting a no-expectations attitude of acceptance towards others, and understanding their emotions, states of consciousness, needs, motives, experiences and contradictions within them. **This is achieved through using nonviolent language,** which helps build mutual trust and create genuine relationships originating in the heart, and encourages to recognise and express the feelings and needs of each person in the group. **Mindfulness and empathy are key.**

2. VOLUNTARY PARTICIPATION
Every activity, whether it is carried out in a group or as part of individual support, is voluntary. During the project, we used to meet every morning (agora). The meetings were conducted in the form of an information fair, eg about proposed workshops.
They facilitated agreeing on possible common activities during the day and constituted a forum for initiatives, comments and feedback. They were also voluntary.

3. PARTICIPATION AND SELF-ORGANISATION

Self-organisation is one of the more advanced forms of participation. It is not spontaneous - it can only happen when all the group members agree on this form of cooperation and have the same information about it at their disposal. The group can define the extent of self-organisation, for instance independent budget management, preparing meals together, or autonomy when it comes to planning and carrying out activities.

CONDITIONS FOR SELF-ORGANISATION:
- Establishing trust in the group, which enables the participants to recognise and communicate their needs, accept feedback and take part in decision-making processes;
- Agreeing on the rules and the extent of self-organisation in the group;
- Trial-and-error method, creating space for experimenting, openness to shifting responsibility;
- Agreeing on the ways of communicating in the group;
- Providing equal access to information within the self-organisation framework;
- Setting aside time to make self-organisation possible.

The role of **the team leading the group** changes along with the level of participation. A combination of two leadership styles - subjective and interpretive - was applied during the project, depending on the respective phases of the group process. Below is a short characteristic of these leadership styles:

SUBJECTIVE STYLE:
1. The team leading the group and the participants prepare the objectives and tasks together, in line with the experience gained by the latter. The group is informed about the organisational capabilities of the leadership team, and the two units manage the available resources jointly. Group members and the leadership team are equally responsible for the actions taken.
2. The participants are encouraged to act as organisers of the process for acquiring new experiences and knowledge. Self-organisation serves as a tool in this process. Ad hoc teams are created, eg to suggest and prepare the method.
3. The role of the team leading the group consists in organising cooperation experiences designed to teach the young participants gradually to make all decisions on their own.
4. Little by little, the team leading the group hands over the responsibility for evaluation to the participants as they learn self-assessment and self-reflection. The evaluation is based on a certain set of criteria. It loses the character of an assessment, and its function becomes informative. It mainly serves the individual.

INTERPRETIVE STYLE: _ _ _

1. The team leading the group sets the objectives and tasks based on their adequacy for the individual development of the group members. The objectives, tasks and meeting programme are discussed collectively and correspond to the expectations of the group. Everyone has a real influence on the course of action. The group members are partially responsible for what happens.

2. Each group member is encouraged to think independently and become involved in interpreting the reality.

3. The role of the team leading the group is to establish a dialogue enabling the individuals in the group to transform their knowledge and experience thanks to interacting with others and with the objects construed as resources.

4. As far as possible, the meeting is evaluated according to jointly established criteria. The evaluation takes place throughout the cooperation as a way to monitor gradual development of knowledge and experiences. It is made collectively, functioning as feedback and serving everyone in the group.

▶

TEAM LEADING THE GROUP - the team which prepares and leads the group event, while being responsible for its content. It includes a team of development facilitators, a team of experts, and persons who have the legal responsibility for the youth.

TEAM LEADING THE METHOD - a task-oriented team consisting of volunteers willing to implement the method - recruited both from the team leading the group and from among the participants.

DEVELOPMENT FACILITATORS - their function is to support the group process while utilising the group's potential, facilitate communication and information flow, foster mindfulness, and accompany the decision-making processes in the group.

A TEAM MEANS AT LEAST THREE PEOPLE.
Building and supporting involvement within the group are key responsibilities of the team leading the group and/or method, and of the facilitators.

4. ABANDONING PROGRAMME-FOCUSED THINKING

If we recognise the fluidity of the collective reality, we gain space for a group process and for self-determination within the group. What it means in practice is that activities are created dynamically, in line with the needs and involvement of the group members. It is important for the cooperation to be based on trust and a conviction that everyone is doing their best at any given moment. It can also be helpful to diagnose the resources. In the case of the Wake Up! project, many activities were stimulated by the interdisciplinary team. This kind of management of the project space-time by the group allows it to act outside the box, and releases creativity and readiness to test different courses of action. It also makes it possible to provide individual support to group members and helps them open up to the process.
In externally funded projects, process-oriented actions are usually viewed as unmeasurable and difficult to verify. There has been a preference for product-oriented actions, which often involve making the participants carry out predetermined activities that are measured according to a fixed set of criteria. We propose that instead, the thinking behind a project and its financing mechanisms should focus on individuals and the process, and that the latter ought to be based on trust and faith in humanity, and be open to experimenting.

5. COMBINING THE GROUP PROCESS WITH INDIVIDUAL SUPPORT

While working with groups, we have taken part in numerous discussions about what is more important: the individual within the group or the group itself. The answer: individual coaching and collective agreements in the group. We have agreed that coaching ought to take place during the initial contact, without waiting for the first crisis, and that it should accompany the group process. It allows individuals to become more comfortable with being part of a group and the group process, and helps them to become aware of their needs and emotions. This also means a new way of thinking about the make-up of the team leading the group, which takes part in the process, its tools and responsibilities.

Whenever a group is created - no matter how long it exists - we deal with a group process. Knowing the structure of this process can be helpful in choosing the ways of acting, and in understanding the causes of tensions and certain behaviours of individuals in the group. The literature on the subject mentions various models of the process. Based on Bruce Tuckman's ideas, we have created a simple model consisting of five phases: cognitive, settling, creative, deconstructive and leave-taking. Understanding the group process allows us to understand the dynamic of involvement and behaviours in a group.

COGNITIVE PHASE

Supporting the group during this phase requires a lot of involvement from the leadership team. This is when the connections within the group form, and it is vital to provide all the group members with the same information.

During this phase the group members may:

- examine the situation;
- search for authority and hierarchy;
- feel the need to join the group - or not - and take a certain position;
- experience fears concerning their position in the group/team and develop expectations.

The group's communication culture forms at this stage.

SETTLING PHASE

During this phase the group members may:

- notice disparities between their hopes and the reality;
- fight for power and/or attention;
- experience a bipolarity of dependence v independence;
- disagree about the group goals, tasks and plans of action;
- reveal hidden agendas;
- form cliques;
- feel disoriented and incompetent;
- display negative reactions towards the group leaders and other group members;
- display moderate enthusiasm combined with high expectations.

CREATIVE PHASE

It is a moment of the greatest intimacy within the group, accompanied by:

-joy at being able to work in a team;
-partnership and cooperation within the group and the task-oriented teams;
-personal and collective empowerment;

-openness towards the tasks;

-assuming responsibility by the group;

-taking pride in completing tasks;

-high level of performance.

DURING THE CREATIVE PHASE, IT'S 'HANDS OFF THE GROUP!'

DECONSTRUCTIVE PHASE

It is usually the longest phase of a project. The tasks of the team leading the group during this phase

include maintaining the involvement, motivation and dynamic in the group, and managing

communication, especially in the form of feedback.

During this phase, the following can be observed:

- openly maintained relationships;

- open feedback;

- reinforcing the division of responsibility and powers within the group;

- reinforcing the culture and language of the group;

- moments of 'group fatigue';

- destructive actions.

LEAVE-TAKING PHASE

The 'figure closure' moment.

The following may occur during this phase:

-mixed feelings of joy and sadness (ending relationships);

-presenting the results of teamwork;

-making future plans;

-providing final feedback on individuals, the group, programme, atmosphere in the group, etc.

6. FOCUS ON DIVERSITY

This means **that young people are treated equally** regardless of their gender, skin colour, birthplace, ethnicity and nationality, life philosophy, fitness level, state of health, age, psychosexual orientation or sexual identity, family status, lifestyle and other possible grounds for discrimination. It also means that all the group members should oppose every instance of discrimination and react to discriminating situations.

7. SUPPORTING INDEPENDENT THOUGHT AND LIBERATING DREAMS

Dreams are moments of freedom. We agree that the utopian phase is very important in creating the individual and collective future. **Inquisitiveness, creativity and readiness to experiment** also matter. These qualities can be developed with the help of an interdisciplinary team equipped with skills in various areas of art and life. **Artistic methods promote abstract thinking and innovativeness, and they encourage individuals and groups to test various strategies.** During the Wake Up! project, horses became a metaphor of freedom. Thanks to their presence, the young participants were able to experience non-verbal communication between species. They spent time in beautiful surroundings and had many opportunities to discover their talents. They received support as part of the group and individually, all according to the motto **THE SKY IS THE LIMIT.**

8. ACKNOWLEDGING THE CHANGEABILITY OF RULES

It is assumed that the rules and norms in a group are fluid. What it can mean in practice is that the group agrees on a rule, then tests it and reflects on its effectiveness, and finally implements or changes it. Social contracts of this kind ought to be accompanied by mindfulness, readiness to co-decide and openness towards new situations. The group members ought to refrain from using the dynamic of their arrangements to further individual agendas.

PEDAGOGY OF FREEDOM

9. APPLYING CONSENSUS DECISION-MAKING METHODS

Consensus decision-making fosters participation and a sense of responsibility within the group. It enables the group members to experience and understand collective decision-making processes, and helps them to achieve optimum solutions, and develop their communication and listening skills. The consensus is a decision-making method which takes into account the opinions, reservations and emotions of each group member while bringing the group closer together. It is a dynamic process which involves collective discussions about various suggested solutions. It can have a more or less formal character.

AN EXAMPLE OF THE DECISION-MAKING PROCESS:

1. The topic/problem is defined.
2. The participants share their initial thoughts, associations and fears.
3. Suggested solutions are put down - it is important to visualise them.
4. The group discusses the suggested solutions, looking at individually perceived profits and losses, and considering potential concerns. The solutions are developed and modified, and sometimes also combined to work as a larger whole.
5. The group determines the solution that is most likely to be accepted by each participant, raises fewest concerns and puts fewest group members off co-deciding.
6. The solution is fleshed out. We check where it can cause concerns and clarify inaccuracies. At this point it is very important to pay attention to each voice, even the quietest.
7. We check whether we have reached a consensus, ie a solution that is considered acceptable and feasible by all the group members. If that is not the case, we return to point 5 or 3.

The above process is quite time-consuming, but it brings the group closer together and usually produces lasting results. The potential benefits of using this method should be weighed against the amount of time necessary to reach the solutions.

Sometimes the group members can agree that it is not possible to achieve a solution here and now, and that they need to ventilate matters and gather more facts. The group can then resume the discussion at an agreed place and time.

WE ARE DEALING WITH A CONSENSUS METHOD IF THE FOLLOWING CONDITIONS ARE MET:

- Voluntary participation

The method requires that all the interested parties agree to participate in the process. It is also important that they co-decide, know how the consensus model works and accept the process conditions (clear arrangements and signs).

- Motivation to find a consensual solution together

If a consensus is to be reached, the group members need to be consistently and genuinely curious about other points of view, be prepared to revise their needs and standpoints, and remain faithful to the collectively chosen method of action.

- Trust

If a consensus is to be reached, all the participants in the decision-making process should be able to share their needs, concerns and opinions openly. Such personal communication requires a large amount of trust. Any attempts to use pressure and other forms of manipulation should be stopped immediately.

- Mindfulness

This means making sure that no-one's voice is overlooked during the process.

- Common goal

Before beginning the process, the group agrees on a common goal. It is important that the goal is clear and easy to understand for everybody. This also applies when the group decides to change the goal during the process.

- Peaceful communication

The way of communicating has a large impact on the process. One should refrain from making judgmental remarks. Learning about the concept of nonviolent communication can be helpful here.

-Moderation

In smaller groups, the responsibility for the process can be shared by all the participants.

In larger groups, it helps to introduce one or more moderators, who support the group in reaching an agreement - eg by writing down proposed solutions, managing the order of utterances and the time they take, or maintaining the process structure. However, this does not mean that the other group members stop being responsible for the process and do not participate in the decision-making anymore. We carry on together until the group comes up with solutions that are acceptable and feasible according to everyone. It is always a good idea to provide the group with pleasant working surroundings and comfortable seating.

10. A CULTURE OF DISPUTE RESOLUTION

A dispute is a way to exchange information and emotions, and to communicate ideas, needs and expectations.

A dispute tends to be **emotionally charged**, and it has an extraordinary potential when it comes to building relationships. **The culture of dispute resolution is an important element of the culture of the individual and the group**. During the Wake Up! project, the strategy applied most often to resolve disputes was a combination of mediation and nonviolent communication, where these two concepts were treated as a whole. **Nonviolent communication is a form of dialogue** which involves a heartfelt, genuine, empathic and non-judgmental exchange of information about the perceptions, feelings and needs in a given relationship. A request for concrete action in order to satisfy these needs is made. **Mediation is a dispute- or conflict-solving process**. Its aim is to **reach an agreement** and **improve the relations between parties with the support of a mediator**. The process has an informal character and is voluntary and confidential.

A mediator is someone who, in a spirit of cooperation, supports searching for solutions and settlements acceptable to all concerned, **while remaining impartial and neutral** throughout the process. In the area of youth work, the idea of peer mediation (the eight steps of Vreedzame School) is worth becoming familiar with. It is a concept that teaches young people to understand and manage the tensions they experience, and **gives them tools for constructive communication and peaceful conflict-solving.** **PEER MEDIATION MAKES IT POSSIBLE TO GIVE UP ADULT MEDIATION.** Even though the idea of peer mediation was created for school use, it can be implemented successfully in non-formal education.

11. BECOMING FAMILIAR WITH INDIVIDUAL, GROUP AND PUBLIC SPACES

Becoming familiar with a place, getting to know it, increases the potential for developing empathy and a sense of responsibility for it. Exploring one's neighbourhood, learning about its history and talking to the locals are all conducive to enhancing interactions with one's surroundings. During the Wake Up! project, the participants had the opportunity to explore the local area using a number of methods. They built connections to their surroundings and took responsibility for some of their aspects.

Young people who are familiar with their space have a wealth of resources at their disposal. This can help them carry out even their boldest plans.

12. RENOUNCING HASTE, SAVOURING THE MOMENT

Time pressure can sometimes be an excuse for lowering one's standards concerning relationships, work, favourite forms of leisure or passions. We recommend slowing down and accepting that **each individual in a group perceives time differently at different moments. Also, everyone has their own reaction speed, both perceived internally and demonstrated externally.**

A person's pace of life is not a permanent, inherent state. It is changeable and arises from the state of consciousness, emotions, tensions, relations and other conditions present at a given moment.

While operating according to our internal clock and at our pace, we also perceive the so-called group pace. Working together usually involves carrying out actions simultaneously. In practical terms, it means that the deadlines agreed by the group are observed and that no-one is excluded due to their pace.

If we view the common space as the common good and give each other time to **savour the moment, 'look round the moment',** recognise and understand our needs, feel our own pace and that of the others, react - then we have sampled the taste of luxury.

We have a chance to be closer to each other and the community, be more aware of the ongoing processes, and build involvement and stability while remaining open to change. **Change also requires time.**

II TYPES OF EDUCATION

The Wake Up! project concerned non-formal education activities.

It wasn't always clear to everyone what it meant, so we have attempted to create simple definitions.

Formal education - instruction provided by the formal education system in a given area. It is verified by obtaining registered qualifications.

Informal education - a continuous process in which an individual learns and acquires experience through relationships with their closest surroundings. The process results in developing individual attitudes, norms and abilities.

Non-formal education - organised educational activity aimed at developing skills outside the formal curriculum in a given area. It is voluntary and requires learners to participate actively in individual and group processes.

DIFFERENCES BETWEEN THREE TYPES OF EDUCATION:

	FORMAL (INTENTIONAL) EDUCATION	NON-FORMAL (INTENTIONAL) EDUCATION	INFORMAL EDUCATION
GOAL	yes	yes	no
PLAN	yes	yes	no
PARTICIPATION	Mainly obligatory; voluntary in further stages	Voluntary	Automatic
LEADER, TEACHER PROVIDING INSTRUCTION	Directive	Supportive; moderator, facilitator	None
TEACHER-STUDENT RELATIONSHIP	Hierarchical	Partnership	None
EFFECTS OF LEARNING	Knowledge, information, some practical skills	Competencies, practical skills	Competencies, practical skills, attitudes, a system of values
MISTAKES	Punished, classified	Acceptable; being aware of one's mistakes and weaknesses, drawing conclusions and willingness to improve are all valued	We learn from our mistakes.
RESPONSIBILITY FOR THE RESULTS	Educator	Participant, group, development facilitator	Individual
AGE OF THE GROUP	Peer group	Doesn't matter	Intergenerational group
ROLE OF THE GROUP IN THE LEARNING PROCESS	It has an influence but is not key	Key	If a group exists, it matters
RELATIONS IN THE GROUP	Competition	Cooperation	———
METHODS	Standardised methods, eg lectures, lessons, training	Innovative methods based on experience and participation; fulfilling the participants' individual needs, eg by organising workshops; project method, events, experimental methods, coaching, volunteering	———

II.TYPES OF EDUCATION

At this point, it is worth quoting the **report prepared for UNESCO by the International Commission on Education for the Twenty-First Century, chaired by Jacques Delors**:

POINTERS AND RECOMMENDATIONS:

EDUCATION THROUGHOUT LIFE IS BASED ON FOUR PILLARS: LEARNING TO KNOW, LEARNING TO DO, LEARNING TO LIVE TOGETHER AND LEARNING TO BE.

▶ Learning to know, by combining a sufficiently broad general knowledge with the opportunity to work in depth on a small number of subjects. This also means learning to learn, so as to benefit from the opportunities education provides throughout life.

▶ Learning to do, in order to acquire not only an occupational skill but also, more broadly, the competence to deal with many situations and work in teams. It also means learning to do in the context of young people's various social and work experiences which may be informal, as a result of the local or national context, or formal, involving courses, alternating study and work.

▶ Learning to live together, by developing an understanding of other people and an appreciation of interdependence - carrying out joint projects and learning to manage conflicts - in a spirit of respect for the values of pluralism, mutual understanding and peace.

▶ Learning to be, so as better to develop one's personality and be able to act with ever greater autonomy, judgement and personal responsibility. In that connection, education must not disregard any aspect of a person's potential: memory, reasoning, aesthetic sense, physical capacities and communication skills.

Formal education systems tend to emphasize the acquisition of knowledge to the detriment of other types of learning; but it is vital now to conceive education in a more encompassing fashion. **Such a vision should inform and guide future educational reforms and policy, in relation both to contents and to methods.**

http://www.unesco.pl/fileadmin/user_upload/pdf/4_Filary_Raport_Delorsa.pdf

We experienced many beautiful moments together during the Wake Up! project. We tried out methods based on the experience and knowledge of an interdisciplinary team. We invited a group of young people used to expository teaching methods to take part in an adventure where they were encouraged to seek communal empowerment, test their agency, become familiar with their surroundings, learn about themselves and others, and create a responsible community.

It is easier to find new, friendly surroundings in special moments of honesty with oneself and while being close to the community in a harmonious space.

During the project, we applied a number of methods related to supporting the group process, boosting group communication and cooperation, individual coaching, democracy training programme Betzavta, deep democracy theory and nonviolent communication. We also applied artistic tools and elements of hippotherapy.

We experimented, introduced modifications and came up with new tools.

WE INVITE YOU TO TRY THESE METHODS, WHICH HAVE BEEN CHOSEN FOR YOU TOGETHER WITH THE YOUTH.
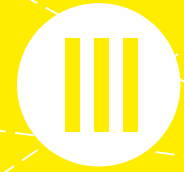
A presentation prepared by the Wake Up! participants.

FILM: ‚I Don't Want to Leave Here.'

https://www.youtube.com/watch?v=-Z-oGh8tsvo

PROPOSED NON-FORMAL EDUCATION METHODS

01

I WILL TELL YOU WHO YOU ARE

01

NAME OF THE METHOD:

I WILL TELL YOU WHO YOU ARE

WAKE-UP!

A GUIDE
TO PEDAGOGY
OF FREEDOM

GROUP SIZE: maximum 30 participants
TIME: minimum 1 hour
MATERIALS: pen and paper for everyone

OBJECTIVES:
- supporting the group formation,
- recognising the mechanisms for prejudice and stereotyping,
- input on diversity,
- training in being mindful of others.

DESCRIPTION:
The method consists of three parts. First, the participants observe each other without talking. Then, they share their conjectures (observations) and have the opportunity to correct them. Finally, they reflect on prejudice.

STEPS:
① The participants form pairs with someone they do not know very well; they sit down facing each other.
② Based on their observations, the participants attempt to describe the other person in as much detail as possible
- eg character traits, profession, hobbies, favourite objects, the ways in which they spend their time, favourite music, etc.
③ The participants present the other person based on the description they have prepared.
The latter can correct these observations in line with what they perceive as the truth about themselves.
④ General discussion about the mechanism of prejudice and the ways to handle it.

FILM: 'Who Am I?'
https://www.youtube.com/watch?v=RgLZS5xswO4&t=16s
FILM: 'What Is a Horse Like?'
https://www.youtube.com/watch?v=t0ySiOB0A1g&t=33s

02

NAME OF THE METHOD:
AN AGENCY SHIELD

WAKE-UP!

A GUIDE
TO PEDAGOGY
OF FREEDOM

GROUP SIZE: minimum 1 person

TIME: about 1-2 hours

MATERIALS: A4 sheets, multicoloured crayons and/or felt-tip pens

OBJECTIVES:

- recognising and visualising the perceived level of agency in the civic sphere,

- setting priorities,

- motivation for change.

DESCRIPTION:

The method makes it possible for young people to visualise their perceived level of personal agency, ie real influence on the civic life in their area - including influence on managing the local youth budget and the decision processes concerning youth in the area, influence on the public space in terms of recreation possibilities, the cultural and educational offer, organising public transport, etc. This exercise is recommended for local youth action groups, such as youth councils, scout sections or volunteer fire departments.

FILM: 'What Motivates You?'

https://www.youtube.com/watch?v=-zMUantp0to

02 NAME OF THE METHOD:
AN AGENCY SHIELD

SUGGESTED STEPS:

① Each person receives a sheet of paper and colouring materials.

② The participants draw pie charts divided into segments which represent the areas of civic life to be discussed.

③ They colour the segments, marking their perceived level of agency in the respective areas - the centre of the circle represents 0% and the outer edge 100%. In order to obtain a clear picture, each area is marked with a different colour (see the drawing).

④ The results in the diagrams are analysed together. The group can discuss possible ways to increase their agency in each sphere, and possibly also agree on further steps to implement these changes in real life.
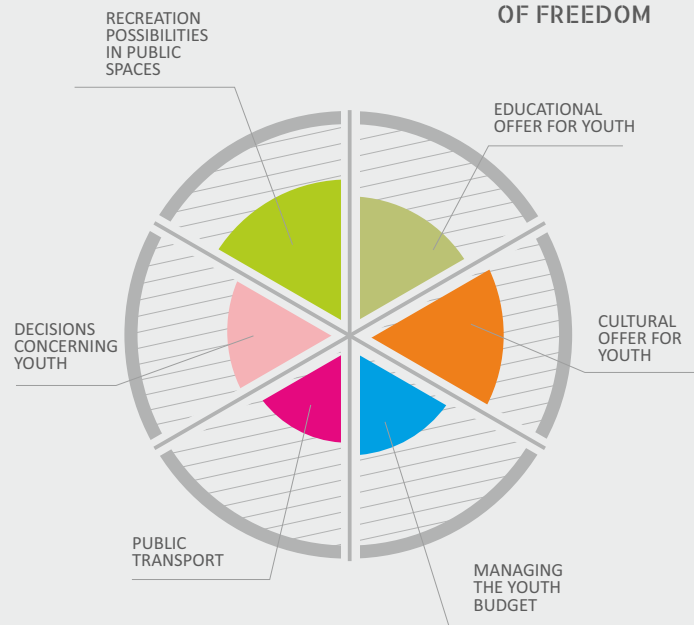
In order to visualise the changes, the exercise is repeated after an agreed or set time, and the diagrams are compared.

— —

REMARKS:

The method can also be applied as part of individual coaching, to measure a person's satisfaction in areas such as family, friends, love life, health, spirituality, personal development, the ability to cope with tensions and financial matters. This variant of the method is known as the circle of life.

WAKE-UP!

A GUIDE TO PEDAGOGY OF FREEDOM

RECREATION POSSIBILITIES IN PUBLIC SPACES

EDUCATIONAL OFFER FOR YOUTH

CULTURAL OFFER FOR YOUTH

DECISIONS CONCERNING YOUTH

PUBLIC TRANSPORT

MANAGING THE YOUTH BUDGET

03

MAGIC MOMENT

WAKE-UP!
MAGIC MOMENT 03

03 MAGIC MOMENT

NAME OF THE METHOD:

WAKE-UP!

A GUIDE
TO PEDAGOGY
OF FREEDOM

GROUP SIZE: between 3 and 30 people

TIME: minimum 1 day

MATERIALS: pen and paper for everyone

OBJECTIVES:

- recognising one's needs,

- being mindful of one's needs,

- fulfilling one's needs,

- forming coalitions,

- the ability to communicate one's needs.

DESCRIPTION:

In the language of the film industry, the magic moment is the last hour of good exposure during the day. Cameramen love it because of the soft, warm daylight quality; it is the time of full mobilisation during outdoor filming, an extraordinary, fleeting moment. The method requires the project participants to focus and be ready to cooperate.

03 MAGIC MOMENT

WAKE-UP!
A GUIDE
TO PEDAGOGY
OF FREEDOM

EXAMPLE STEPS:

① Introduction.

The group is invited to meditate; everyone is encouraged to think about how they would like to spend the day according to their needs. Afterwards, the group learns about the available resources and about the term magic moment. A 'sky is the limit' mood is created.

② The group agrees on the duration of the method and a meeting time.

③ Every moment of the day is celebrated individually and/or in a group. The participants are to spend the day remaining as close as possible to themselves and their needs. They are able to use the potential of the group and the space in which the group is functioning, and discover new emotions and resources thanks to both.

④ At the appointed time, each participant can share their account of the day in the context of fulfilled and unfulfilled needs, special moments and ensuing emotions.

We recommend preparing a cosy space for the meeting, including a spot to mark the importance of each participant's voice (eg a mini-stage with a comfortable armchair and warm lighting). It is important to make sure that every account is listened to attentively, and to create conditions enabling each participant to believe that they have spent the day in the best way possible, whether individually or in a group. Judgement is to be avoided.

FILM: 'Magic Moment'
https://www.youtube.com/watch?v=VaOcVDVM_Wo

04 NAME OF THE METHOD:
THREADS

GROUP SIZE: up to 30 people

TIME: minimum 45 minutes

MATERIALS: a long piece of string or tape, moderation cards, pens for everyone

OBJECTIVES:

-recognising one's needs,

-fulfilling one's needs in a group setting,

-reflecting on the strategies applied to fulfil one's needs.

SUGGESTED STEPS:

1. Moderation cards and pens are handed out, making sure that each person has received them.
2. The participants are asked to write, on the moderation cards, three needs they would like to fulfil during the break.
3. Each person cuts a piece of string or tape to the desired length.
4. Teams of 4-5 people are randomly selected.
5. The teams are asked to connect the pieces of string/tape of all the members. They decide themselves about the way to connect them.
6. A break of a certain duration (eg 10 minutes) is announced.
7. Break.
8. The teams are observed as they are returning, to check their impressions.

WOLNOŚĆ = RESPEKT
KREATYWNOŚĆ
ODPOWIEDZIALNOŚĆ
REFLEKTOWANIE
ODWAGA DO
EKSPERYMENTU
KOMUNIKOWANIE

04 THREADS

EXAMPLES OF QUESTIONS TO ASK THE GROUP:

Have all the teams returned from their break?

Have all the members of the respective teams returned together?

What happened during the break?

What strategies did you use?

Did anyone fulfil their needs? To what extent?

If your needs have not been fulfilled, why?

Did anyone leave their team?

Did they discuss their departure with the team?

How did the team react? Etc.

Are you satisfied?

If so, did your needs change because of the group's needs? Etc.

This method can serve as an introduction to the topic of recognising and fulfilling individual and/or group needs.

05

A MOTIVATIONAL RURAL GUIDE

05

NAME OF THE METHOD:

A MOTIVATIONAL RURAL GUIDE

WAKE-UP!

A GUIDE
TO PEDAGOGY
OF FREEDOM

GROUP SIZE: minimum 4 people; teams of 4-6 are best.

TIME: minimum 3 hours

MATERIALS: mobile phones, amateur and professional photo & video equipment, film editing sets.

OBJECTIVES:

- exciting curiosity about familiar places,

- boosting the motivation to explore,

- teaching to work effectively in small teams,

- multimedia skills training.

DESCRIPTION:

The motivational rural guide is an instruction manual for using space. It can be created in various forms,

eg as a film.

EXAMPLE STEPS:

① Presenting the idea of the guide.

② Putting film crews together.

③ Each film crew prepares a script based on a collective creative process.

④ Once they have chosen their topics, the crews decide on a suitable audiovisual medium, and if necessary, a shooting script.

⑤ After these preparations, the crews start shooting. Throughout the process, the team preparing the method is available for expert advice and technical support - eg during the initial review and selection of scenes, or editing.

⑥ The finished films are presented.

REMARKS:

The guide does not necessarily need to describe the local surroundings - it can be about people (eg relatives), animals, etc.

FILM: 'Motivational Rural Guide'

https://www.youtube.com/watch?v=F20nPVDhxJg&t=39s

WAKE-UP!

06

A MAP OF EUROPE

WAKE-UP!
A MAP OF EUROPE 06

06 NAME OF THE METHOD:
A MAP OF EUROPE

GROUP SIZE: up to 30 people

TIME: minimum 1-1.5 hours

MATERIALS: small note cards (about 3x6 cm) in as many colours as the countries represented in the group - 5 note cards per each participant; pens for everyone.

OBJECTIVES:

- drawing attention to the phenomenon of forced and voluntary migration,

- making the participants interested in their family history,

- stimulating other people's interest in their family history,

- invitation to critical historical thinking,

- supporting an intercultural view of history,

- demonstrating the connections between people's lives regardless of their home country.

EXAMPLE STEPS:

① The team leading the method prepares a map of Europe on the floor, using pieces of paper with the names of cities, eg capitals and other cities which seem important, and also the name of the place where the method is being carried out or where the participants come from. There can also be a 'far, far away' place outside the map.

06 A MAP OF EUROPE

② The participants are given 5 note cards each. They write their first name along with numbers from 1 to 5 on each note card (eg Ewa 1, Ewa, 2, Ewa 3, Ewa 4, Ewa 5). If several participants share a name, an additional way to tell them apart should be introduced. The colours of the note cards are chosen according to the participants' sense of identity (eg a Polish-German group can have one colour for the participants from Germany, another one for the Poles, possibly also a colour for borderland inhabitants and another one for people with Polish roots who live on the German side of the border).
In a group representing a single nation, there can be a colour for those who define themselves as immigrants and another one for the 'natives'.

③ The participants gather around the map.

④ A person from the leadership team explains the next steps. They ask the participants to place their note cards with names and numbers on the map in the following order:

1 - in their birth place;

2 - in their current place of residence;

3 - in a place abroad - considering the contemporary state borders - where a family member died in an armed conflict;

4 - in a family member's place of residence abroad;

5 - in a place where the participants would like to live in the future.

After each step, the participants look at the map together. The moderator asks about details of their stories, especially when the position of a name card seems particularly interesting, and invites the participants to ask each other questions.

REMARKS:

The questions can be modified depending on the initiated topic.

FILM: 'We Do Not Need to Have To'
https://www.youtube.com/watch?v=yiXsLhO-8TU

07

A HISTORICAL INVESTIGATION

07
NAME OF THE METHOD:
A HISTORICAL INVESTIGATION

WAKE-UP!
A GUIDE
TO PEDAGOGY
OF FREEDOM

GROUP SIZE: minimum 3 people

TIME: depends on the extent of the research, the amount and availability of source materials, the number of interviews, and the way in which the results are presented (film, audio recording, etc.).

MATERIALS: historical documents, a voice recorder, a mobile phone, a camera, maps of the surrounding area, a compass, writing utensils.

OBJECTIVES:

-sparking curiosity and courage to ask questions and search for answers to riddles,

-teaching historical research skills,

-increasing young people's motivation to explore,

-teaching to work effectively in small teams.

DESCRIPTION:

During the historical investigation, the participants attempt to find answers to research questions concerning the past of people and places.

EXAMPLE STEPS:

① Defining the research questions.

② Searching for source materials, eg in archives, publications and oral history. The group can be divided into smaller teams to complete this task.

③ The teams exchange and verify the data they have collected.

④ Connecting facts in a detective-like fashion. Examining hypotheses.

⑤ Putting a common story together.

The research results can be presented at an exhibition or in the form of a brochure, film, oral account, etc.

FILM 1: 'Mrs Czesława' - https://www.youtube.com/watch?v=2zrGnIbyfJk&t=25s

FILM 2: 'Time of Courage' - https://www.youtube.com/watch?v=BhzgQ6hsqgs&t=25s

08

A HISTORICAL EXPEDITION

08 NAME OF THE METHOD:
A HISTORICAL EXPEDITION

WAKE-UP!

A GUIDE
TO PEDAGOGY
OF FREEDOM

GROUP SIZE: between 3 and 30 people

TIME: minimum 3 hours

MATERIALS: a voice recorder, a mobile phone, a camera, maps of the surrounding area, a compass.

OBJECTIVES:

- inspiring curiosity about history,
- making the youth view familiar places differently,
- increasing the motivation to explore,
- training cooperation in small teams.

PROPOSED STEPS:

① The team preparing the method chooses the destination of the expedition. It can be a well-known place associated with a legend, a mystery, or a spot surrounded by historical controversy. Then the team examines historical materials, interviews people and prepares the narrative of the adventure.

② The group is invited to an expedition. It is a good idea to 'enchant' the participants through use of language in order to stimulate their imagination and fairy tale-like thinking.

③ The exploration starts - the group begins its journey into a new space-time continuum. On the way, the explorers build a narrative - from hitherto unknown facts to tales and stories related to their destination - to spark an interest in adventure and history.

④ After the trip, the group meets at an agreed place and time to share experiences, observations and questions which have remained unanswered (moderation can be introduced during this step).

It is important to ensure safety in each stage of the adventure.

FILM: 'Roland'

https://www.youtube.com/watch?v=lx8XdbFLmD0&t=2s

09

LOCAL MYTHS

09 NAME OF THE METHOD: LOCAL MYTHS

WAKE-UP!
A GUIDE
TO PEDAGOGY
OF FREEDOM

GROUP SIZE: up to 30 people

TIME: minimum 3 hours

MATERIALS: costumes depending on the chosen medium - eg film, diaporama, costume film, shadow theatre, theatre performance, etc.

OBJECTIVES:

-stimulating the participants' curiosity about the surroundings, history and people's stories,

-training in adopting new roles,

-developing multimedia skills.

EXAMPLE STEPS:

① Creating a fairy tale-like atmosphere in the group.

② Small teams work together, collecting stories told eg in families, by neighbours or the locals (interviews).

③ Each team chooses a story, prepares a script and picks an artistic medium.

④ Artistic realisation. It is important for the participants to know where they can obtain expert advice and technical support.

⑤ Presenting the finished stories. The group can decide together whether they prefer to invite an audience or present the stories among themselves.

⑥ General, moderated conversation about the role of oral history in shaping people's sense of identification with their surroundings.

FILM: 'Ghosts'

https://www.youtube.com/watch?v=bqMZ-daBd14&t=1s

LARP / live-action role-playing

10

10

NAME OF THE METHOD:
LARP / live action role-playing

WAKE-UP!
A GUIDE
TO PEDAGOGY
OF FREEDOM

GROUP SIZE: between 10 and 30 people
TIME: minimum 2 hours
MATERIALS: fabrics, costumes, objects - artefacts

OBJECTIVES:
-de-roling training,
-supporting creative thinking, acting and reacting spontaneously,
-practising cooperation and mindfulness in a group.

DESCRIPTION:
LARP is a game in which the participants create and experience a story together, through role play. It is a participatory art genre related to improvisational theatre. Its distinctive feature is that the participants simultaneously assume the roles of the director, actor and the audience.

PROPOSED STEPS:

1. The team preparing the method creates a number of characters and builds a narrative including roles for all the participants. The story can have a realistic, modern setting or a historical one (eg a crime story at a 19-century court). A set is built.
2. The participants are assigned their roles (it can also be done in a draw) and receive descriptions of their characteristics.
3. Individual role-building: preparing costumes, props, make-up etc.
4. The game begins as the gamemaster introduces the main elements of the story, determines the setting and explains the rules - eg in a presentation or a letter to the participants. Only the gamemaster knows the entire script. The players assume their roles and react spontaneously to the events unfolding, in line with their adopted personalities and characteristics. Their imagination is only limited by the rules of the game.

Remarks: a simpler version of LARP is an RPG (a role-playing game).

11

A CULINARY INITIATIVE

11 A CULINARY INITIATIVE

NAME OF THE METHOD:

GROUP SIZE: between 3 and 30 people

TIME: minimum 3 hours

MATERIALS: a place and equipment to prepare a meal, a table with enough room for the whole group.

OBJECTIVES:

- acting in accordance with the principle of sustained development,

- learning about vegetable and fruit species, and farm animals in the local area.

- learning about the ways to store food,

- group cooperation,

- developing the ability to manage resources,

- practising the art of conversation,

- decision-making training,

- the joy of acting together.

DESCRIPTION:

The aim of the culinary initiative is to draw attention to the food culture and ecological resources in the local area. The group only uses local produce for their cooking project, eg coming from the nearest village, town or part of a city - or a place reachable by bicycle.

11 A CULINARY INITIATIVE

EXAMPLE STEPS:

① Presenting and explaining the idea of the initiative.

② Agreeing on the theme and conditions of the initiative. Determining the time and place. It is recommended to consider different dietary requirements, such as vegetarianism or veganism, and gather information about the participants' food allergies etc.

③ Checking the available resources. Earlier, each participant can find out at home where the fruit and vegetables used to prepare meals come from, what is grown in kitchen gardens and how their family stores food.

④ Searching for missing products in smaller teams. Depending on the conditions, it can be done through barter, or using a set budget.

⑤ Reviewing the products gathered. Agreeing on the menu and the time of the feast. The group can be divided into smaller culinary teams, preparing respectively the starters, soup, main dish, dessert, table decorations, mood music, etc.

⑥ The teams carry out their planned activities within an agreed time frame. It is important to make sure there is a flow of information if it becomes necessary to change what was agreed before.

⑦ The feast. It is worth making this occasion special, as it constitutes the success of the whole group and the effect of everyone's work. Everyone is giving something and receiving something.

REMARKS:

Depending on the group's level of participation, time and available resources, the method can be applied starting from different stages.

12

A THEME TRAIL

NAME OF THE METHOD:

12 A THEME TRAIL

GROUP SIZE: between 3 and 30 people

TIME: at least 1 day

MATERIALS: a map of the local area, a compass, a GPS, materials to mark points of interest, a mobile phone

OBJECTIVES:

- laying out trails by the youth,
- deciding on themes for the trails,
- group cooperation training,
- group decision-making training,
- developing digital skills.

STEPS:

① Proposing to create a theme trail.

② The group discusses the idea and makes a decision (consensual methods are recommended). If the group decides to go ahead, the participants agree on one or more themes and routes, and check the resources at their disposal. They may also decide to divide the group into small task-oriented teams. The range of available themes is practically unlimited. Even seemingly unrealistic ideas should be tested.

③ Depending on the chosen theme, the group may need to gather information about the featured places before starting its outdoor activities.

12 A THEME TRAIL

④ The group carries out the planned activities within an agreed time frame: the participants lay out the trail, pick and describe the points of interest, prepare a map and test the trail. If the trail has internet coverage, the points of interest can be marked with QR codes using a relevant app.

It is important to maintain an information flow in case it becomes necessary to change the agreed plans.

⑤ If the group does not decide otherwise, it is a good idea to organise an official opening of the new trail or to inform the local community and other relevant parties about it. The task of the team preparing the method is to provide know-how and technical support during each stage, and to maintain the enthusiasm and motivation of the group.

REMARKS:

While designing the trail, it is necessary to find out who owns the area in question to be able to ask for their permission to mark the trail.

FILMY 1: 'Jahn's Clearing'- https://www.youtube.com/watch?v=5I9ypGgzNHY
FILM 2: 'Strong, Stronger Łobez' - https://www.youtube.com/watch?v=TclJ_je4nN0&t=97s

13

INTERVIEWS

13

NAME OF THE METHOD:
INTERVIEWS

WAKE-UP!
A GUIDE TO PEDAGOGY OF FREEDOM

GROUP SIZE: ideally teams of 3-4 people

TIME: minimum 3 hours

MATERIALS: mobile phones or video cameras, a multimedia projector, a screen or a white wall

OBJECTIVES:

-cognition,

-training in being mindful of others,

-becoming comfortable with asking difficult questions,

-developing question-asking skills,

-improving the ability to express one's thoughts,

-developing multimedia skills.

EXAMPLE STEPS:

① Explaining the task at hand.

② Putting film crews together and preparing equipment.

③ Pairs within teams of four interview each other; each person in the team asks one question and provides one answer. The films can be 1-3 minutes long.
Example interview topics: 'My strong points', 'My experience with…', 'What do I pay attention to when I meet someone for the first time?', 'What motivates me?'.

④ Preparing the films for presentation.
It is important that the participants are clear about how they can obtain expert advice and technical support.

⑤ The participant present their recorded material.

FILM: 'Face to Face'

https://www.youtube.com/watch?v=38k5C8o04kg

14 COMPLIMENTS

14 NAME OF THE METHOD:
COMPLIMENTS

WAKE-UP!

**A GUIDE
TO PEDAGOGY
OF FREEDOM**

GROUP SIZE: no limitations as long as there is an even number of participants
TIME: 15 minutes
MATERIALS: pen and paper for everyone.

OBJECTIVES:
- reinforcement,
- becoming more mindful of others,
- training in giving positive feedback,
- training in receiving positive feedback.

EXAMPLE STEPS:
1. The participants are asked to form pairs at random. A method, such as a draw, can be applied to create the pairs.
2. The partners in each pair sit down opposite each other and observe each other for a while (about 5 minutes), trying to find positive qualities.
3. Everyone writes down, on their sheet of paper, at least 5 positive qualities of the person opposite (compliments). They can also draw on their earlier observations and experiences with that person.
4. The partners exchange their lists of compliments.
5. After reading each other's lists, the partners have the opportunity to ask each other questions, make their descriptions more detailed and thank each other for the feedback.
6. The participants keep the positive feedback about themselves.

15

FREEZE-FRAMES

15 NAME OF THE METHOD:
FREEZE-FRAMES

WAKE-UP!
A GUIDE
TO PEDAGOGY
OF FREEDOM

GROUP SIZE: up to 30 people

TIME: about 30 minutes

MATERIALS: pen and paper for everyone

OBJECTIVES:

- recapping events,

- providing feedback about the meeting/project.

PROPOSED STEPS:

① Preparation: the team preparing the method draws old-style film frames on sheets of paper (as many as there are participants); it may be a good idea to use perforated paper.

② Then the group is asked to focus while the team preparing the method recounts the events that took place during common activities (the participants can be asked to close their eyes).

③ The participants are asked to consider which of the recounted moments was most important, most interesting or surprising, etc. to them.

④ Each participant writes these moments down on their sheet of paper, 'freeze-framing' them.

⑤ A 'film' consisting of the group's recorded moments is presented

FILM: 'Feedback'

16

A MATCH

16 A MATCH

NAME OF THE METHOD:

WAKE-UP!

A GUIDE
TO PEDAGOGY
OF FREEDOM

GROUP SIZE: up to 30 people
TIME: up to 30 minutes
MATERIALS: a box of matches, a heatproof dish

OBJECTIVES:
- giving feedback to the group,
- an opportunity for self-reflection,
- training in being mindful of others,
- training in expressing one's thoughts in public,
- developing communication and listening skills,
- supporting group participation.

STEPS:
This method should be applied at the end of a day, meeting or project.
The team preparing the method brings matches and a heatproof dish (for safety).
① The group is invited to sit down in a circle in a dark room.
② The rules are explained:
After a match is lit, the person holding it can speak for as long as the match is burning.
The question can be: 'What else would you like to tell the group?'
The box of matches and the dish are passed to the next person in the circle.

FILM: : 'A Match'

The Wake Up! project involved creative organisation of space and resources in many spheres. As a result, the participants were often able to discover their talents and share them. One of them was **Zosia Charchan,** who developed her artistic passion during each exchange.

Her performances in front of an audience in Bonin led to her first professional music video.

FILM: Zofia Charchan in Bonin

https://www.youtube.com/watch?v=Jn7KJY2dNwo

FILM: Zofia Charchan 'A Lot'

https://www.youtube.com/watch?v=hx574Ls-8ZM

CONCLUSION

During the Wake Up! project, we acted in line with the premises of non-formal education, creating relevant conditions and space for the young participants, who had not encountered non-formal education methods before. The meetings of the international group took place in their free time, outside of the school curriculum, and they were entirely voluntary. The youth acquired skills and knowledge in ways that may not have been immediately obvious, but that were suited to their needs.

The participants acted in partnership with the leaders, which meant, among other things, that they decided themselves which activities were most interesting and worth joining. In this guide, we have presented some of the methods we would like to recommend. They only constitute a very small part of the extensive collection of non-formal education methods available in the literature on the subject. We are convinced that every day, somewhere in the world, new methods are created while the existing ones are modified - similarly to what happened in Bonin. We invite you to treat the methods presented here as an example of a great intergenerational game, enabling the participants to fulfil their potential and acquire knowledge, experience and skills which they will be able to use later in various spheres of their lives.

We hope that also the films and photos included in the guide will encourage you to venture into the realm of non-formal education, searching and experimenting on your own.

BIBLIOGRAPHY:

Brzezińska-Hubert M, Dmitrowicz D, Trzy nurty edukacji - jeden cel ostateczny, Europa dla aktywnych, FRSE quarterly no 3

Coombs PH, Ahmed M, 1974, Attacking Rural Poverty: How Nonformal Education Can Help

Czajka Z, 2011, Gospodarowanie kapitałem ludzkim, Wydawnictwo Uniwersytetu w Białymstoku, Białystok

Fordham PE, 1993, Informal, Non-formal and Formal Education Programmes, YMCA George Williams College

Hawkins DR, 1994, Power vs. Force, Virgo 2010

Kolb D, 1984, Experimental Learning: Experience as the Source of Learning and Development, Prentice-Hall, New Jersey

Kołaczek B, 2004, Dostęp młodzieży do edukacji. Zróżnicowania. Uwarunkowania. Wyrównanie szans, IPiSS, Warszawa

Kożusznik B, 2005, Kapitał ludzki w dobie integracji i globalizacji, Wydawnictwo Uniwersytetu Śląskiego, Katowice

Lundvall B (editor), 1992, National Systems of Innovation: Toward a Theory of Innovation and Interactive Learning, London

Mikuła B, 2006, Organizacje oparte na wiedzy, Wydawnictwo Akademii Ekonomicznej w Krakowie, Kraków

Miś W, 2007, Kapitał ludzki w gospodarce rynkowej, Wydawnictwo Wyższej Szkoły Zarządzania i Prawa im. Heleny Chodkowskiej w Warszawie, Warszawa

Olędzki J, 1998, Komunikowanie w świecie. Narzędzie, teorie, unormowania, Oficyna Wydawnicza ASPRA, Warszawa

Rosenberg MB, 2009, Nonviolent Communication: A Language of Life, Czarna Owca 2016

Ross J, Ross G, Dragonetti MC, Edvinsson L, 1997, Intellectual Capital, Macmillan Business, London

Szucka A, Turek K, Worek B, 2012, Kształcenie przez całe życie, Polska Agencja Rozwoju Przedsiębiorczości, Warszawa

Tight M, 1996, Key Concepts in Adult Education and Training, London

Tuckman B, Dennis A Abry, Adams MP, Dennis R Smith, 2007, Learning and Motivation Strategies: Your Guide to Success

Wojciszke B, 2010, Sprawczość i wspólnotowość. Podstawowe wymiary spostrzegania społecznego, Gdańskie Wydawnictwo Pedagogiczne

Szkolne Centrum Mediacji, www.pozytywnazmiana.pl/szkolenia/szkolne-centrum-mediacji

Mediacja rówieśnicza, www.mediacjarowiesnicza.pl

Mediacje w edukacji, www.mediacja.com

W kierunku uniwersalnego modelu zarządzania, Fundacja na rzecz Uniwersytetu Szczecińskiego, Szczecin-Międzyzdroje. Edukacja formalna i pozaformalna w procesie kształtowania społeczeństwa.

Fundacja Rozwoju Systemu Edukacji: Uczyć się inaczej. Kompendium wiedzy o edukacji pozaformalnej na podstawie doświadczeń uczestników i uczestniczek programu 'Młodzież w działaniu', 2007-2013, http://czytelnia.frse.org.pl/media/FRSE_RAY_wartosc-edukacji_www.pdf

A report prepared for UNESCO by the International Commission on Education for the Twenty-First Century, chaired by Jacques Delors, http://www.unesco.pl/fileadmin/user_upload/pdf/4_Filary_Raport_Delorsa.pdf

We also recommend the following websites:

The official website of the EU's Erasmus+ programme

http://ec.europa.eu/youth/index_en.htm - the European Commission's website devoted to youth

http://europa.eu/youth - European youth portal

www.eurodesk.pl - European Commission's programme for youth and people and organisations working with youth

http://erasmusplusols.eu/pl - a language support platform of the Erasmus+ programme

https://www.salto-youth.net/ - Erasmus+ information centre for youth and non-formal education resources for leaders and youth workers

www.youthpass.eu - official Youthpass website

http://www.youthforum.org - European Youth Forum

www.frse.org.pl - Foundation for the Development of the Education System

http:/erasmusplus.org.pl/platforma-upowszechniajaca-valor/ - a platform where the results of the projects financed with Erasmus+ funds are published

WAKE-UP!

WAKE-UP!

A GUIDE
TO PEDAGOGY
OF FREEDOM

www.fundacjabonin.org

FREE BUBLICATION