



THYME

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Manual on the  
Italian Methodology



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## Manual on the Italian methodology

Deliverable D6.4

Manual in English targeting **youth workers** generally, and Arab youth workers precisely, on how to apply the methodology in their home countries.

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## INTRODUCTION

The following manual is an output of the project THYME - Transferring (Feet) Head Heart Hands Youth Methodology to (Middle) East, a project co-funded by the European Commission, the implementation of which started in April 2022. The project to which this document relates is a project under the call Call: ERASMUS-YOUTH-2021-CB - Capacity building in the field of youth.

The consortium that implemented the activities is composed of five different partners: EITD (Italy), Scholas Occurrentes (Spain), Caritas Lebanon Youth (Lebanon), Lebanese Development Network - LDN (Lebanon) and the Jordan Youth Innovation Forum - JYIF (Jordan).

The project is focused on education on global citizenship and on how to promote youth civic engagement and participation, fostering also democratic values and initiatives for sustainable development. It was indeed conceived with the following expectations:

- Young people can develop an awareness as citizens, both on a local and international level.
- Youth to be acting individuals, not just passive to challenges they might face in the future.
- Investigate and find concrete, sustainable solutions to challenges in their local community.
- Increase intercultural and global competences.

Underlying this project was the idea of enabling organizations working in the youth field to exchange experiences, knowledge and methodological approaches that could enrich local practices and activities. From this point of view, Scholas Occurrentes and EITD presented solid and well-structured working educational methodologies. Therefore, a series of activities was conceived to transfer this know-how to organizations and youth workers in Lebanon and Jordan, through experiences that were not only limited to theory but also and above all to practice, with young local beneficiaries.

The participating organizations were involved in a journey to strengthen methodological exchange, including:

- Job shadowing experience
- Theoretical-practical methodological transfer workshops (which will be described in more detail below).
- Mobility of Lebanese and Jordanian young people in Italy and Spain respectively.

This manual, in particular, will illustrate the methodology used by EITD during the previously mentioned activities. The choice to produce it as one of the last outputs of the project was not accidental. Indeed, it was preferred to provide a document that could be enriched by the stories, evaluations and impressions resulting from the implementation of the methodology in Lebanon and Jordan, Countries with which Scholas had never worked before.

Through this manual, therefore, we will not limit ourselves to a purely notional approach, but will recount an interesting journey of almost two years.

## **WHY A MANUAL**

The manual has three main objectives:

- Describe in detail the methodology used by EITD. It is an approach used globally especially in the EITD VET programmes, based on the harmony of Feets, Head, Hands, Heart, which is also the point of union with the methodology applied by the Spanish partner of the project, Scholas
- Illustrate how this methodology was applied in practice during the experiences with young people and youth workers from Jordan and Lebanon.



- Provide a practical guide to be of easy reference and inspiration for the implementation of innovative practices in the field of global citizenship education.

We will therefore explain the principles sustaining ETD methodology, its practical applications and some of the results obtained will then be explained. The manual addresses youth workers, educators, organizations working with youth, and anyone who may be interested in innovative pedagogical approaches in the promotion of global citizenship skills in different contexts.

This manual is also intended as a concrete contribution to the European Youth Goals e to the European Youth Strategy 2019-2027, as well as to the target 4.7 of the Sustainable Development Goals, which concerns education for sustainable development and global citizenship. It is also a tool to maximize the impact of the project, especially with regard to:

- Improving the innovative capacities of young people in Partner countries;
- Improving the capacity of the youth sector to work transnationally with care of inclusiveness, solidarity and sustainability;
- Upscaling existing practices (Italian and Spanish) and outreach beyond Europe;
- Transferring new tools and non-formal learning methods, promoting the acquisition/improvement of competences;
- Disseminating results in an effective and attractive way.



## EITD METHODOLOGY - ORIGINS AND DEVELOPMENT

Feet, Heart, Head, Hands is the pedagogical and didactic method experimented by Jesuit Father Fabrizio Valletti during his twenty years of experience in difficult environmental contexts such as Scampia, a peripheral district of Naples, a frontier territory, a former drug-dealing centre of the city, known exclusively for the numerous negative facts of the crime news.

The training method appliance is based on the principle of fairness, i.e. giving everyone the chance to play a leading role in their own lives, even when they are at serious risk of becoming marginalized. It is a training approach that is attentive to the individuality of the youth and aims to reduce the distance between our expectations and the youth's abilities, empathising above all with their difficulties, expressing confidence in their possibilities, in a process where dialogue and motivating confrontation are constant and where it is not only what is taught but how it is taught that is fundamental. It was a question of becoming fully aware that the personal and professional dimensions are not juxtaposed areas but integrated dimensions of the same learning process. This methodology is used by EITD through a person-centered training approach. "Feet, Heart, Head, Hands" methodology accompanies the learning process through all the integrated phases:

- Starting from the Feet, the training projects the student towards practical experiences, aimed at escaping from the static conception of the self. The knowledge, care and maintenance of a territory that belongs to them, albeit in a transitory moment of life, allows them to experience themselves as professional. However, in EITD, the perception of combining this practical dimension with the theoretical one is always alive, that is the constitutive one of the inspiring principles of that action.
- Through the Heart, thanks to the re-elaboration of practical experience, children stimulate their own pro-social potential. The care of relationships, the surrounding environment, the discovery and re-evaluation of the beauty that lives inside each growing individual and in the world around him, trigger positive emotional processes. "Boredom is overcome through the proposal of beautiful things and nature speaks through its beauty to the human heart". Since the planning of the activities, great attention has



been paid to the knowledge and consideration of that dimension of the individual to whom the training is intended, with a planning focus on the personal problems of adolescents, of the individual times and ways of doing things, of injuries that mark the personalities. An emotional re-elaboration of the experience, commitment and daily work for the care of oneself and the environment was called for. "We must educate our young people to reconcile with their own shadow to look pain in the face without illusory escape routes". The design methodology therefore tried to identify the right tools to use to achieve this double goal: to transfer professional technical skills, setting the progressive stages and objectives with precision and effectiveness, but also extreme attention to their inner and introspective dimension. The theoretical - practical activities stimulated the constitution of the self in the young students, stimulating in each of them curiosity, intelligence and creativity, and making them passionate about the profession.

- The Head suggests an intellectual re-elaboration of what the emotion has aroused, becoming aware of the current state of life, the here and now, in relation to the choices made and in projection to new desires and perspectives. Giving young people the opportunity to carry out a concrete project in which to feel satisfied, both as individuals and as a group, allows you to create the conditions for internalizing new values to invest in relationships and potential socio-working conditions after prison sentences. This is one of the main objectives of EITD which believes in the importance of being able to carry out a practical path to rediscover what can be useful in one's experience in the world.
- The conscious action of the Hands led the young to obtain a practical tool which will allow them to "put their hands" on life by completing actions in total awareness of all the objectives that can be achieved and at the same time taking responsibility by virtue of what the management of oneself implies in respect of the other and of the society in which they are projected. Job training for juveniles is essential to make concrete the possibility for young people to grow up in a specific period that can generate positive attempts to "create" their own lives as free and aware individuals. The Feet, Heart, Head, Hands method has made a difference



and continues to do so because it puts the individual youth at the centre, and makes him/her the protagonists of training. Not only that, but also it is able to show them new perspectives on life, enabling them to face insecurities and weaknesses, transforming them into strengths.

### **Differences with the Spanish Methodology**

On the other hand, the pedagogic approach “Head, Heart, Hand” (used by Scholas) finds the expression in three languages that permeate Scholas’ activities: play, art, and thought. These languages intend to express reality and to cultivate soft skills whose importance is often neglected.

Scholas started building its methodology when a group of students with different social and religious backgrounds and from different schools came together to talk about the roots of their pains and discouragement. They addressed the educational system as one of the most significant sources of dissatisfaction because they found it detached from their real lives. Their collaboration and ideas led to the drafting of a law proposal, which was then submitted for the legislature and unanimously approved as Law 2.169 “Buenos Aires Educational City.” This first small group of 70 youngsters was destined to be joined by 7,000 of them by the end of that year. Scholas had already started its path, making diversity one of its greatest assets, bearer of trust and beauty. In other words, Scholas was conceived as a possible response to the call by promoting the Culture of the Encounter.

In pursuing an education that does not leave anyone behind, Scholas has developed its Pedagogy of the Encounter to achieve an education that promotes social integration and aims for peace, cooperation, respect for diversity, responsible civic participation, and environmental awareness.

Scholas’ pedagogic approach considers dialogue and encounter not only as mere activities, but as contents to share during classes. While studying their subjects, students should also learn how to practice those attitudes related to dialogue and encounter. This practice is considered as the first, fundamental step. The Pedagogy of the Encounter is based on the following characteristics:





- Supporting growth based on creativity and teamwork. Education should rediscover the value of two critical dimensions: play and sport. These two activities have a fundamental role because they teach teamwork and how to share, while providing creative and playful learning environments.
- Educating through art. Scholas encourages and facilitates the encounter between youth and art in all its expressions. Students can learn to recognize and appreciate the beauty surrounding them to re-establish harmony in their communities.
- Reaching youngsters by speaking their language. Education needs to consider how youngsters express themselves rather than having biases towards them. Thus, one of these pedagogy's fundamental pillars is a conscious use of technology for youngsters without undermining its importance and utility.

At the core of Scholas' programs, there is Scholas Citizenship, a program that promotes and boosts youngsters' civic engagement and participation by involving them in a dynamic process of proposing concrete solutions for issues and problems in their social contexts.

The target population is youngsters, attending different schools (both public and private) and from various social, religious, and cultural backgrounds. Schools are involved in the preparation phase and in selecting students who will join the experience (a group from 10 to 15 youngsters from each school). It is essential to represent the multiple schools where the experience takes place. It aims to bring students closer to their realities by enhancing participation in social, civic, and political engagement. Usually, it is an eight-day program, gathering all the participating students in one space with the following four phases:

- Debate and selections of problems and issues by the students, from their context;
- Formulation of solutions to the problem they have identified;
- Drafting of project proposals;
- Project presentation to the whole group of students and public authorities.

The three words that underpin the pedagogical approach of Scholas are Listening, Creating, celebrating: education means, first of all, approaching the





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other and listening to him, and grasping the meaning that comes from this encounter. Consequently, doing does not mean working or producing, but creating, understood as a free expression of the self. Finally, celebrating is the simplest way to be thankful to life and the beauty of the encounter. Listening, Creating, Celebrating are complementary with the methodology of Head, Heart and Hands:

- Head: learning how to think well;
- Heart: learning how to feel the self and the others;
- Hand: becoming artisan and creators.

This pedagogical approach permeates all Scholas' activities and the spaces we create with youngsters.

Thereafter, the consortium believes that “(Feet) Head Heart Hands” methodology is a very good way to address the challenges set by the project, contribute to raise the youth participation, form global citizens that are able to change and not just wait for the change.

### **EITD Methodology application**

EITD is a limited company, established in 1994.

It develops continuous and vocational training and consultancy projects and interventions in favour of private companies, activities of analysis, socio-economic research and technical advice in favour of public administrations.

EITD takes actions aimed at building individual and companies' competences through continuous training and managerial empowerment (supported also through the so called “interprofessional” category-based funds), is dealing with SMEs, public administrations and research organisations for European programmes' opportunities with the aim to foster innovation in the organisations and promotes and manages enterprises' incubators, orientation, training, tutoring and support to entrepreneurship and start-up activities.

The 'Feet, Heart, Head, Hands' methodology is used by the EITD through a person-centred training approach and accompanies the learning process through all the integrated phases:



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- Feet: discovering oneself by getting out of the static conception of the self
- Head: learning to think well
- Heart: learning to feel the self and others
- Hand: becoming craftsmen and creators

EITD implements the Feet Head Heart Hands Youth Methodology in several educational projects, following are some of them explained in detail.

### **Garden of emotions in Nisida**

Within the walls of the Juvenile Penal Institute of Nisida, a rare enchantment on an extinct volcanic island in the Gulf of Naples, the project “Our Garden” was born to transfer professional skills as a gardener to underage prisoners in the rediscovery of beauty and their pro-social potential.

The project is an integral part of the professional training course provided by E.I.T.D. S.r.l. at the Juvenile Penitentiary Institute of Nisida, in agreement with the Department of Penitentiary Administration - Regional Superintendency of Campania, the Department of Juvenile and Community Justice - Centre for Juvenile Justice for Campania, within the framework of the relevant European directives of social inclusion. E.I.T.D. S.r.l. is a company that has been operating in the field of vocational training, continuous learning, guidance and consultancy since 1994.

The core business of E.I.T.D. It is represented by the implementation of continuous and professional training interventions, for the benefit of workers, the unemployed, young NEETs, prisoners and former prisoners. In the course of its experience, EITD has carried out important and complex interventions in the Campania region, aimed at enhancing the skills of young people, especially with a view to increasing employability and employment itself.

The professional training carried out in juvenile penitentiary institutes is perceived by society as a commitment to be implemented and pursued with extreme attention and joy. The ethical values of EITD are re-proposed in all phases of planning and implementation of the training itself, through the methodologies and objectives pursued. The workshop training course aimed at training users in the professional figure of the gardener, lasted 600 hours and was developed in the year 2020/21.



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The project was developed and delivered thanks to the collaboration of tutors, teachers, educators, juvenile criminal mediators, expert counsellors in the management of special users, in order to better accompany the offending minors in a path of learning, growth, professionalization and above all personal redemption.

The "Our Garden" project is runner-up in the sixth edition of the AIF Training Excellence Award, the Italian Association of Trainers, in the year 2021.

### **Professional training at the juvenile criminal institute of Nisida**

The Nisida Juvenile Penitentiary Institute follows as a founding principle of all professional training, the enhancement of existing professional skills in users and the possibility of creating new skills for the entire duration of the sentence.

The inclusion of users in the various training activities always takes into account the interest and natural predisposition of the children towards the chosen activity. The professional training activity is structured in two parts: the theoretical one, which consists in the acquisition of notions, skills and knowledge of the machinery to be used and the practical one, which consists in the concrete application of the theoretical techniques learned.

In Nisida, for 20 years, professional training initiatives have been carried out in specific laboratories and in spaces inside the Institute adequately prepared for practical work. The courses are planned to provide a differentiated offer based on the different expectations and attitudes of the guests, suitable to stimulate the expressive skills of the children and at the same time allow them to begin to acquire constancy, commitment, work capacity group, the projection on the quality of the result, necessary in every work commitment and give them new pro-social skills.

Due to the increase of foreign children within the penitentiary, resources have been activated to facilitate their inclusion in the peer group, knowledge of culture and integration with great attention to the particular needs they bear.

Job training, through design, execution and the satisfaction of seeing a tangible result achieved, has been a tool that has confirmed its effectiveness over the years, especially for integration processes.



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### **The Nisida experience : “Our Garden”**

The project “Il Nostro Giardino” was created within the Juvenile Penitentiary of Nisida, within the Gardener training course, provided by EITD S.r.l, in agreement with the Department of Penitentiary Administration - Regional Provveditorato della Campania, the Department of Justice Juvenile and Community - Centre for Juvenile Justice for Campania.

The Gardener course had ten young people detained within the Institute who were able to professionalize themselves as gardeners and experiment their skills and potential in the care and maintenance of a garden inside the Institute. They could also enjoy the benefits of a rare and beautiful geological area.

The trainees, coming from several backgrounds, including dramatic ones, were able to rely on a Professional team that worked also on rediscovering personal values and personal skills and reinforce the beauty and uniqueness of one's identity. Especially in an adolescent phase in which the mere transmission of skills is not enough, but it is necessary to create conscious individuals and aware citizens to be reintegrated into a free society.

The course began on 07/10/2020 and had a duration of 600 hours, in which the specific topics related to the technical professional skills of the sector were treated for 180 hours and 60 hours, of Key Skills, Digital Skills and Civic and Social Skills.

The further 360 hours of training were in the laboratory, technical laboratory and company internship laboratory. The laboratory hours were completely carried out within the Juvenile Penitentiary of Nisida in special spaces used for practical training.

The "Our Garden" project was classified second in the 6th edition of the Olivetti Award of the Italian Association of Trainers, in October 2021.



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### **Professional Figure: Gardener**

The course aims to achieve the regional qualification of gardener by juvenile detainees.

The training course aims to start the reintegration processes for minor detainees, within the framework of the European directives on social inclusion.

The training was developed in collaboration with the Department of Penitentiary Administration - Regional Superintendency of Campania and the Department of Juvenile and Community Justice - Centre for Juvenile Justice for Campania, with the idea to use the time in prison as a social investment, and assist the individual in the acquisition of civic awareness and awareness of action.

The project proposal transmits skills that are in themselves expendable and recognizable in the labour market and in Vocational Training, and, therefore, referable to the professional figure associated with the "National Reference Framework for Regional Qualifications".

The goal of the training is transferring specific technical skills of the trade and the skills related to the care and maintenance of green areas, land reclamation and knowledge of plants and garden care systems.

Fundamental, for the specifics of the training designed for juvenile prisoners, is the pursuit of re-educational objectives of the young recipients, trying to transfer them pro-social awareness that would be useful for the reintegration in the society and a professional competence to invest in the labour market through the professional training.

Therefore EITD, in full compliance with the educational purposes of the Institute and seeking continuous harmony with the specific needs of the place, set up a design method that could enhance as much as possible the nature of the territory that hosted the activities, the infinite potential of its resources and last but not least, the extraordinary human and professional heritage of its recipients.



### **Method and educational objectives of the course**

From the design stage, the activities were based on a "pragmatic dimension" of doing aiming to pursuit objectives, both educational and training, which would lead to concrete, real and tangible results.

The training process was strongly set up according to the pedagogical *methodology Feet, Heart, Head, Hands* which reflects the ethical principles that have long been promoted by EITD. *The Feet, Heart, Head, Hands* method was conceived and tested by the Jesuit father Fabrizio Valletti. The pedagogical methodology aims to generate a positive process which, starting from the feet, makes it possible for everyone to meet and immerse themselves in reality and then become emotional and empathic with the other, especially when facing the suffering and injustices; at this point, from the head start the desire to study and plan processes of change; with active, honest and open to collaboration hands, it will then be possible to implement effective and innovative projects. The method, applied to the proposed Gardener path, sees the students engaged through practical training activities capable of stimulating emotions and conscious experiences, generating, for each of them, positive choices for the conduct of daily life.

Starting from the Feet, the training lead the student towards practical experiences, aimed at escaping from the static conception of the himself. The knowledge, the care and maintenance of the territory that belongs to them, albeit in a transitory moment of life, allows them to experience themselves as professional gardeners.

The students were able to apply different planting techniques of ornamental plants and methods of propagation of the same in order to acquire professional skills as an employee in the cultivation and production of small-scale plants as well as develop skills for the correct execution of maintenance and restoration works. of the garden areas. However, in EITD, there is always a strong perception of combining this practical dimension with the theoretical one, that is, the constitutive one of the inspiring principles of that action.





Through the Heart, the children, thanks to the re-elaboration of practical experience, stimulate their own pro-social potential. The care of the relationships, the care of the surrounding environment, the discovery and re-evaluation of the beauty that lives within each growing individual and in the world around him, trigger positive emotional processes. "Boredom is overcome through the proposal of beautiful things and nature speaks through its beauty to the human heart".

Since the planning of the activities, great attention has been paid to the knowledge and consideration of the dimension of the individual to whom the training is intended, with a planning focus on the personal problems of adolescents, of the individual times and ways of doing things, of injuries that mark the personalities.

It was solicited an 'emotional reworking' of the commitment and daily work towards themselves and the environment. "We must educate our young people to reconcile with their own shadow to look their pain in the face without illusory escape routes". Therefore, the methodology tried to identify the right tools to use to achieve this objective: transfer professional technical skills, setting the progressive stages and objectives with precision and effectiveness, but also extreme attention to their inner and introspective dimension. The theoretical - practical activities stimulated the constitution of the personality in the young students, stimulating in each of them curiosity, intelligence and creativity, and making them passionate about the profession.

The Head suggests an intellectual reworking of what the emotion has aroused, becoming aware of the current state of life, *the here and now*, in relation to the choices made and in projection to new desires and perspectives. Giving young people the opportunity to carry out a concrete project where to feel satisfied, both as individuals and as a group, allows you to create the conditions for internalizing new values to invest in relationships and potential socio-working conditions after prison. This is one of the main objectives of EITD which believes in the importance of being able to carry out a practical path to rediscover what can be useful in one's experience in the world.



The conscious action of the Hands, represented by the work done in the garden, led the boys, detained at the IPM of Nisida, to obtain a practical tool, the Regional Qualification of Gardener, which will allow them to "get their hands on" life, performing actions in total awareness of all the objectives that can be achieved and at the same time taking responsibility, by virtue of what the management of oneself implies in respect of the other and of the society in which they are projected. Job training for juvenile prisoners is essential to make concrete the possibility of young people to grow up in a specific period of detention, which can generate positive attempts to "create" their own lives as free and aware individuals.

The Feet, Heart, Head, Hands educational method is based on the principle of equity aimed at guaranteeing the possibility for each individual to be the protagonist of their own life.

The Feet, Heart, Head, Hands educational method develops in the practice of the ACA method, Listening, Knowledge, Action, in particular for laboratory activities. This practice involves active listening as an observation and basis for empathic communication, which perceives the other by dedicating great attention and care to the adolescent, to personal experiences. This practice aims to break down the prejudices related to the exception of "prisoners" and going against the stigmatization of the adolescent, engaging the adult in an activity that goes beyond the simple transfer of new knowledge. Communication is not "intended as a mere verbalized or materialized exchange, but as the centrality of listening.

Listening to what? First of all, silence, which is often painful and noisy. Nothing hearts the soul like the silence of a friend, a child, a young person. "For the success of the training, communication has the purpose of "educating others to give something from the heart, to act in harmony with new values. A strategy to bring others into the condition of giving, to allow them to give spontaneously, [...]. "

The students were engaged in practical training activities, which were not experienced only as the realization of objectives but as an educational starting point, capable of stimulating emotions and conscious experiences, in the





expectation of generating, for each of them, positive choices for the conducting daily life. The trainee was able to rely on an expert team that guaranteed training aimed at the rediscovery of learners' personal values and abilities for the renewal of individual identities, not for a mere transmission of skills but aiming at the training of conscious individuals and aware citizens, suitable to be inserted in the free society.

### **Application of the method**

The teaching method chosen by EITD, in harmony with the educational purposes of the Juvenile Penitentiary Institute, was functional to the achievement of two important objectives set for training, such as: re-educating the young recipients, trying to transfer them pro-social awareness and transfer a specific professionalism to invest in the job market.

Rediscovering Valour has been the key to implement all the activities, that have been structured to be delivered through an innovative pedagogical method for the transmission of new social, professional and human values perceived and internalized by users through the constant proposal of practical activities for the redevelopment of green areas and above all of the different individualities.

The professional training provided has projected the student towards practical experiences, aimed at escaping the static conception of the self.

The Knowledge, care and maintenance of a space that belongs to them, albeit in a transitory moment of life, allows them to experience themselves as professional gardeners and take responsibility for themselves and the world around them.

The students were able to apply different planting techniques of ornamental plants and methods of propagation of the same in order to acquire professional skills as an employee in the cultivation and production of small-scale plants as well as develop skills for the correct execution of maintenance and restoration works of the garden areas. However, in EITD, there is always a strong perception of combining the practical dimension with the theoretical one, that is the constitutive one of the inspiring principles of that action.

Furthermore, thanks to the re-elaboration of practical experience, the children can stimulate their own pro-social potential by seeing themselves outside the contexts of limitation that they live in the Institute.

Taking care of relationships, of the surrounding environment, triggers positive emotional processes.

Since the planning of the activities, great attention has been paid to the knowledge and consideration of that dimension of the individual to whom the training is intended, with a planning focus on the personal problems of adolescents, of the individual times and ways of doing things, of injuries that mark the personalities, of the traumas of experience.

An emotional reworking of the experience, commitment and daily work to take care of oneself and the environment was called for. The designed methodology therefore tried to identify the right tools to use to transfer professional technical skills, setting the progressive stages and objectives with precision and effectiveness, but also extreme attention to their inner and introspective dimension. All training modules were developed with classroom lectures, theoretical - practical activities that stimulated self-constitution in young students, stimulating curiosity, intelligence and creativity in each of them, and making them passionate about the profession. The students were subjected to individual exercises and group work designed and carried out by the students themselves both in the classroom and in the open spaces of the garden, with active participation by everyone. An intellectual re-elaboration of what had aroused the greatest interest was proposed for the learners, to allow them to become aware of the current state of life, the here and now, in relation to the choices made and in projection to new desires and perspectives. Giving young people the opportunity to carry out a concrete project in which to feel satisfied, both as individuals and as a group, allows you to create the conditions for internalizing new values to invest in relationships and potential socio-working conditions after prison sentences. All this is among the main objectives of EITD which believes in the importance of being able to carry out a practical-professional path to rediscover what one can be useful in their experience in the world.



The training proposal is also set on the transfer of an educational method of listening to oneself and the surrounding environment which requires observation and knowledge of the particularities and attitudes of both the individual and the nature on which to intervene. This listening and understanding process generates processes of conscious action in children, increasing everyone's pro-social attitudes. The harmonious development of the activities saw the achievement of a high degree of trust between the parties to allow a positive cooperation between staff and learners.

"The credibility of the adult and the trust it manages to instil are the only factors capable of entering that silence and turning it into a project. It is the best opportunity to prove how common action can be the essential integrating background to initiate that empathic and solid communication to return to the world. " In this sense, EITD conceived the education of adolescents as a social responsibility, felt urgently but also with great joy. The methodologies used have made it possible to achieve the objectives set by ensuring the acquisition of new skills and knowledge to the students, appropriating a new perception of themselves. There have been numerous proposals for the free expression of the self through artistic pictorial activities and exercises in the processing and writing of sensations, emotional communication and the identification of expectations related to the acquisition of a new professionalism, such as that of a Gardener. The didactic proposal also gave a strong contribution to the realization of both a training and educational path, projecting the students into a relational network that would allow team collaboration, preparatory to the training proposal of technical-laboratory activities of practical intervention in the garden area. and the use of specific mechanical instruments for carrying out the tasks related to the professional figure of reference.



### **Final results and transferability of the project**

The method applied for the Gardener's training course has shown its effectiveness in the concrete redevelopment of the green area used as a garden inside the Institute. The project Il Nostro Giardino is configured as the fulfilment of the wishes of the nine young inmates and participants in the training course. The land of the garden, which was abandoned and uncultivated, is nowadays cultivated as a vegetable garden with typical products of the Phlegraean and Campania territories; it has a greenhouse with a fixed structure for the growth of flowers, a rose garden and a vine used to embellish a relaxation area with a gazebo, a path and flower beds filled with different types of flowers.

The beauty that emerges observing the work done by the boys represents both the individual and group commitment that has ensured the achievement of small personal goals and great general satisfaction. You can look at the result obtained through the knowledge of a territory, a natural environment lived daily and at the same time it is necessary to focus on the result obtained with the children of the rediscovery of a new awareness of themselves, which has stimulated the attitude to do, to work, motivating them by establishing healthy and pro-social relationships.

The first training phase saw a great pedagogical effort concerning the operational team, made up of resources who were not only teachers but also educators, communicators and trainers, who were able to build relationships based on trust and the ability to listen to and motivate each other. Trust is the first feeling that is nourished by means of which one is able to explore the many aspects of the surrounding world.

The achievement of the objective of passing on to the children the idea of a group created as a unique and indispensable element for the realization of useful and positive activities was fundamental, moving them away from the sedimented idea of a group created in order to implement subversive practices for the social system. Each was allowed to express individual wishes and share them in order to imagine a feasible project within the garden.

Subsequently, with the passing of the months, with the collaboration of educators and staff of the IPM of Nisida, the Gardener course saw a strong participation in the students, motivated by the feeling of satisfaction in the care of the environment entrusted to them, overcoming their tendency to being unable to engage in constant and strenuous work activities in their ordinary life. The boys were asked to "get their hands dirty" by putting themselves to work in nature and to relate by freeing themselves from the limits and preconceptions that conditioned the perception they had of themselves and that they intended to show on the outside, stripping themselves of the connotation of boys on the margins of listening and accustomed to deviance and disease. The boys felt passionate about the proposed activities. The actual participation in the activities was discussed on daily basis with the students who were directly involved in achieving the goal: they were invited to self-evaluate themselves on the expectations of each and they had the opportunity to re-motivate themselves to refocus themselves on goals. In addition, the teachers administered evaluation tests to check the knowledge acquired; feedback activities were proposed in the open area to ensure free exposure of post-training ideas and perceptions.

The students were given a full opportunity to evaluate the training path they had carried out, through specific written tests, identifying the strengths from which to draw the advantages closest to their future desires to conduct in society. The Gardener training course provided by EITD chooses to focus on the rediscovery of the beauty that resides in each individual, training minors through the rediscovery of human relationships and the re-evaluation of professional skills, to ensure a positive identification of the useful and good in the daily choices.

The course, with the project Il Nostro Giardino, gave the children the opportunity to know and redevelop the natural beauties that it itself offered on the territory, taking care of the different manifestations of nature that were expressed in full splendour in the flowering periods, that is in the final months of the project, between March and April.



Positive results are also to be found in the will expressed by the Director of the IPM of Nisida to continue to entrust the care and maintenance of the garden to EITD's training projects, to perpetuate the brilliant result achieved. The continuity has ensured the possibility of transforming the single episode of educational excellence into a structured path of growth and professional training for the students of the Institute, but also for its educators and trainers. In this, the project is characterized by a principle of sustainability: first of all, for a winning and replicable training and organizational model, secondly also for the tangible product that this project has generated. This is how "Our garden" was re-designed in the "Garden of emotions", where you can work to continue living the experience of using natural space, through the projection of new objectives to be achieved and the assumption of new awareness regarding the performance of a specific profession, such as that of a gardener. Furthermore, continuing to allow the use of hands, collecting, decanting, cultivating, building, hoeing the earth in the open air, allows you to continue to stimulate an emotional rebalancing in children and stimulate the expression of emotions, creativity and vitality, thus avoiding internal pressures, depressive attitudes and tensions in the various social contexts. "The Garden of Emotions" represents a learning space to self-regulate and develop technical, bodily and emotional awareness.

By continuing to interact with the natural space, previously improved and made productive through a long daily commitment, children are helped to better understand themselves in the uniqueness and in the different physical and emotional abilities. Therefore, in interaction with the environment, those natural learning mechanisms are created and the reworking of personal experiences is stimulated in order to fill the gaps of childhood and generate positive evolutionary processes for adult choices.

The "Our Garden" project, created within the Gardener training course, provided by EITD at the Nisida Penitentiary Institute, he won second place in the AIF Training Excellence Award, in the Environment, Ethics and Social Responsibility Area. The award ceremony took place in Turin, at the Sala Bobbio on October 14, 2021. The award of Excellence in Education, in its sixth edition, was open to the candidacy of training projects of all professional





realities operating in both the public and private sectors who intend to share the positive experiences of their projects carried out in different areas of implementation. The Italian Association of Trainers aims to disseminate, through its initiatives, good practices relating to learning paths and enhancement of human capital and organizational development, evaluated on the merits and on the basis of the results obtained at individual, collective and internal organization level.

### **The Feet, Heart, Head, Hands project in Scampia**

The pedagogical and didactic method *Piedi, Cuore, Testa, Mani* (Feet, Heart, Head, Hands) is experimented within the *leFP Operatore dell'abbigliamento* (Fashion worker) presented by E.I.T.D., which envisages the activation of vocational education and training courses aimed at obtaining the Professional Qualification pursuant to Legislative Decree 226/2005 within the dual system. The following experimentation was set up with the aim of: expanding the vocational education and training offer on the regional territory, combating school drop-outs and offering young people the possibility of obtaining a professional qualification in courses based on the use of active teaching and experiential learning methodologies, through the forms of practical application envisaged by the dual system, improving the conditions of access to the labour market. Within the *leFP Fashions Worker*, it was decided to pursue a project of social innovation by enhancing all that the territory could offer, starting from the student, who is placed at the centre in his or her individuality, to the Social Cooperative *La Roccia*, founded by local seamstresses who, with the help of the Jesuits, have been accompanying our young students for three years, to the teachers, educators, and project collaborators. The training method applied is based on the principle of equity, i.e. giving everyone the chance to be a protagonist in their own life, even in a neighbourhood like Scampia, which is mostly known for its crime-related events. Very often young people are not passionate about studying and fail to carry out an integrated training project capable of combining not only theoretical knowledge but also the ability to become emotionally and affectively passionate, becoming aware of the area in which they live.



Hence the decision to apply the 'Feet, Heart, Head, Hands' methodology in training:

- with the feet walking, meeting the outside world, broadening the lived experience;
- with the heart to be moved by beautiful things, reworking this experience in emotional terms;
- with the head, giving words to thoughts, becoming capable of planning, rationalising experience and emotions to free intelligence, because even school subjects are no longer frightening when one has acquired self-confidence;
- and finally with the hands, becoming capable of acting, putting into practice what passion has suggested, thus approaching a trade in order to project oneself into a professional future through experimentation and professionalising practical training.

It is a training course that is attentive to the student's singularities and aims to reduce the distance between our expectations and the students' abilities, empathising above all with their difficulties, expressing confidence in their possibilities, a course where dialogue and motivating confrontation are constant and where it is not only 'what' is taught but 'how' it is taught that is fundamental. It was a matter of becoming fully aware that the personal dimension and the professional dimension are not juxtaposed areas but integrated dimensions of the same learning process.

The methodology used starts from the product, from the task asked of us by the reality in which we move as men first of all and then as workers, Fashion worker, a methodology that has made our students capable of interfacing with the world of work through the school-work alternation without fear but fascinated by the discovery of new prospects for future life.

## Results

The Feet, Heart, Head, Hands method made a difference in the leFP Apparel Technician training because it put the students at the centre, and made them the protagonists of the training, but not only that, it showed them a new





perspective on life, enabling them to deal with insecurities and weaknesses, transforming them into strengths.

The result achieved relates to the full, conscious and motivated attendance of the recipients; the first year began with 15 students enrolled, equal to the actual number required, with the addition of 3 student auditors, envisaged to the extent of 30% of the actual number, bringing the total to 18. Laterza annuality which began in March 2019 retains 15 of the 18 pupils originally enrolled, a factor neither taken for granted nor obvious when considering that the users are young people at risk of dropping out of school, unable to establish a lasting and constructive relationship with the ordinary school institution.

The school-work alternance activities that began in the second year have helped to broaden not only the professional dimension, thus increasing the stock of professional skills required by the labour market, but also the personal dimension, making young learners capable of thinking of a different reality, of a world open to change.

The detection of absences and real participation in activities is daily the subject of discussion and debate with the pupils who are directly involved in the achievement of the objective: it is they themselves who assess themselves, correct themselves, re-motivate themselves to participation and refocus on the objective.

From these facts it emerged that among the main causes of drop-out there is the inability of the ordinary school institution to establish a dialogue and real confrontation between pupils and teachers, in addition to the difficulty of personalisation, which is possible by modulating competence-based teaching in such a way as to stimulate and enhance the characteristics of each pupil, also according to the peculiarities of the companies that make up the network agreement.

This criticality was overcome in the LFP by identifying as teachers, resources who were first educators, communicators, trainers and then teachers, and by ensuring constant comparison between the training tutor and the company tutor in order to better monitor the training activities carried out in the company.



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In this third year for some of the leFP pupils, the school-work alternation turned into a Level I apprenticeship, i.e. a paid work contract aimed at obtaining a professional qualification, an extraordinary result in a context in which the only known work culture is that of the underground economy.

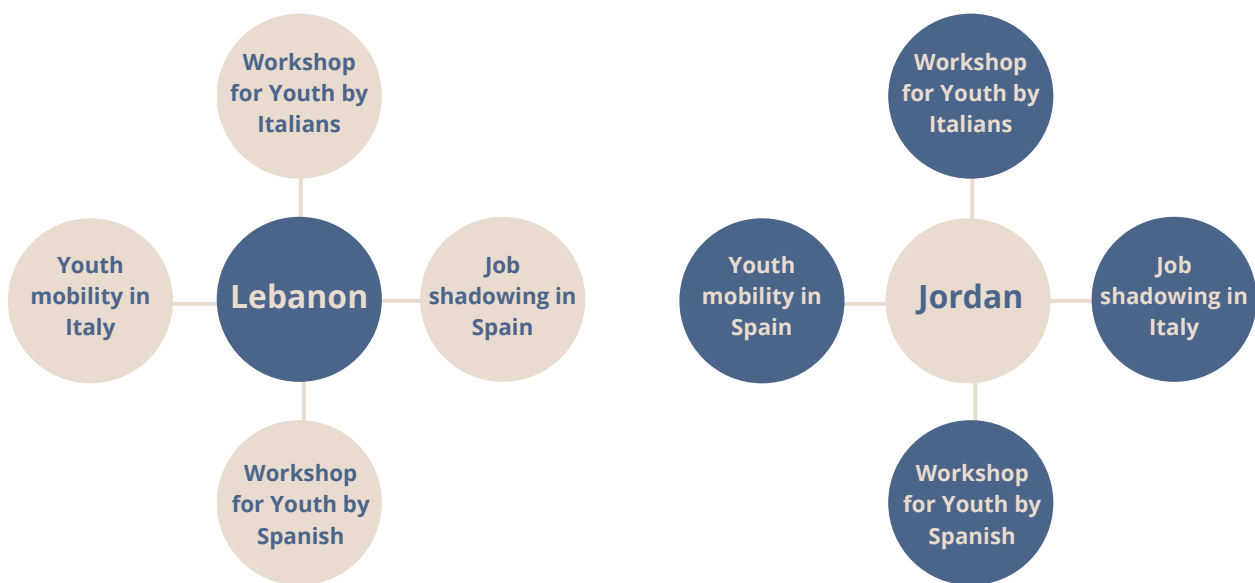
Based on the good results achieved in the experimentation, the Campania Region financed further leFP courses.

Piedi, cuore, testa, mani (Feet, heart, head, hands) focused on people and the growth of those who represent the present and the future of our country, demonstrating that no challenge is impossible, and it is precisely for this reason that one of the new leFPs will start again at the Hurtado Centre in Scampia.





## THE METHODOLOGY IMPLEMENTED DURING THE ACTIVITIES OF THE THYME PROJECT



The image above represents the logic that the THYME project adopted to transfer the methodology to the Arab countries.

The Feet, Heart, Head, Hands method is experimented by Jesuit Father Fabrizio Valletti during his twenty years of experience in difficult environmental contexts such as Scampia, a peripheral district of Naples, a frontier territory, a former drug-dealing centre of the city, known exclusively for the numerous negative facts of the crime news. This methodology is used by EITD through a person-centred training approach. "Feet, Heart, Head, Hands" methodology accompanies the learning process through all the integrated phases:

- Feet: discovering yourself by escaping from the static conception of the self
- Head: learning how to think well
- Heart: learning how to feel the self and the others
- Hand: becoming artisan and creators



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#### Project activities:

- Job shadowing
- Training courses on a local level, using existing methodology
- Youth mobilities (workshops implying national practices to compare with other foreign local communities)

#### Project objectives:

- Increase intercultural and global competences for youth
- Youth to develop an awareness as citizens, both on a local and international level
- Youth to investigate and find concrete and sustainable solutions to challenges in their local community
- Youth to be acting individuals, not just passive to challenges they might face in the future

#### Beneficiaries:

- 12 Arab youth workers, 2 from each partner organization done job shadowing in Europe, and 2 from each partner organization done job shadowing in their home country
- 115 European youngsters (30 Italians + 85 Spanish)
- 145 Arab youngsters (65 Jordanian + 80 Lebanese)

#### Expected impact:

- Contributing to the “Engage” priorities of the EU Youth Strategy 19-27
- Building on outcomes of the European Youth Goals
- Improving the involvement of young people in democratic life
- Improving the innovative capacities of young people in Partner countries
- Improving the capacity of the youth sector to work transnationally with care of inclusiveness, solidarity and sustainability



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- Upscaling existing practices (Italian and Spanish) and outreach beyond Europe
- Demonstrating inclusion and accessibility of target groups with fewer opportunities
- Transferring new tools and non-formal learning methods, promoting the acquisition/improvement of competences
- Youth apply sustainable practices for achieving SDGs
- Improved global competences: they became citizens of a democracy in their own country





## Workshop approach of EITD

Usually, it is an eight-day program, gathering all the participating youngsters in one space with the following four phases:

- Debate and selections of problems and issues by the students, from their context;
- Formulation of solutions to the problem they have identified;
- Drafting of project proposals;
- Project presentation to the whole group of students and public authorities

Following some example of a typical day of activity:

### Example Day 1:

#### **Let's start from the Feet: Video projection on Democracy**

Through the video (or physical experiences) the local young people involved will see images aimed at stimulating and arousing curiosity about the concept of democracy and how it is developed in history and in everyday reality. They are involved in a different teaching experience than the usual proposals.

**Purpose:** To get out of preconceptions, to see beyond one's own knowledge.

#### **Turn on the Head: Brainstorming on the concept of Democracy**

The educator collects with the activity of brainstorming all the notions and knowledge of the young local people about the concept of democracy. Words, thoughts and definitions will be written on a flipchart.

**Purpose:** Knowing how they reflect or what they know.

**Look with the Heart: Analysis of the positive and negative aspects through a tutor-led work aimed at identifying the sets of terms of positive and negative exceptions related to the concept of Democracy that emerged from the users**

The educator, with the help of young people, emphasizes with different colours between the words and definitions that emerged regarding the concept of democracy the positive and negative aspects.



The two sets of words are shown on two different sheets of paper in order to have a "positive democracy" and a "negative democracy". Through the Brain storming emotions, food for thought on the positive and negative aspects of Democracy will be aroused.

**Purpose:** Knowing how to get excited, arouse emotions, on what we know

### Example Day2:

#### Get Up on your Feet and Walk together

- 11:00 GUIDED TOUR OF THE ARCHAEOLOGICAL MUSEUM OF RIONE TERRA IN POZZUOLI AND TOUR OF RIONE TERRA
- 12:30 VISIT TO THE ANCIENT PORT OF POZZUOLI (DARSENА) AND PACKED LUNCH
- 13:30 VISIT TO THE TEMPLE OF SERAPIS

Through the guided tour the local young people were involved in walking among the archaeological remains of the ancient Greek civilization where "an ancient democracy" was exercised. We apply a dynamic learning method that requires physical and mental effort on the part of young people.

**Purpose:** The walk through the places where peoples have experienced cultural, societal and economic development requires the activation of all the senses in order to better learn from the surrounding environment.

#### What's now in our Head? - Didactic contents of history, art history and civic education

How Democracy has been a characterizing element for the evolution of our society.

- Focus on the influence of Magna Graecia in the history of our civilization, identify the differences between ancient and modern.

**Purpose:** Learn about democracy

#### Time to relax and open your Heart: Survey on the perception of the activities carried out

Through the discussion on what has been observed, emotions, food for thought on the positive and negative aspects of ancient and modern democracy will be aroused. Take a time to listen to the emotions and sensations of young people compared to the day lived together

**Purpose:** Knowing how to get excited, arouse emotions.



### Example Day3:

#### **The memories of the Heart: the narration of the experience**

Let's start with listening to the experience in Pozzuoli. The educator will test the feelings of the young students stimulating both sensory and experiential memory. A listening activity is developed in circle time.

In this third day of activity, the phases will be tested through the industriousness and elaboration of the contents.

#### **We can use the Head: Guided debate on modern democratic powers and institutions analysis of roles and functions**

To become capable of planning, rationalizing experience and emotions to free intelligence, because knowledge is no longer scary when one has acquired self-confidence;

**Purpose:** with the head to think about how much society's way of perceiving democracy and living it through institutions has changed.

#### **Let's do it with the Hands: being able to act, putting into practice what the passion has suggested**

Young people are asked to get to work through the known tools (computer and practical) to rework the knowledge acquired. Elaboration of a Powerpoint on modern democratic powers and institutes - analysis of roles and functions. (Work in subgroups)

Purpose: with your hands to shape the contents by organizing them into a representative product.

#### **Let's get our Hands on it: Put into practice what you have learned by presenting the finished product**

**Purpose:** to be aware of one's own knowledge and to master the knowledge acquired thanks to the proposed experiences. Subgroups work on our ideal constitutional charter (power point); Presentation of the work done by the groups.





### Example Day 5:

The experiential guided tour in SAN LEUCIO  
moving the Feet turning on the Head and opening the Heart to create and innovate

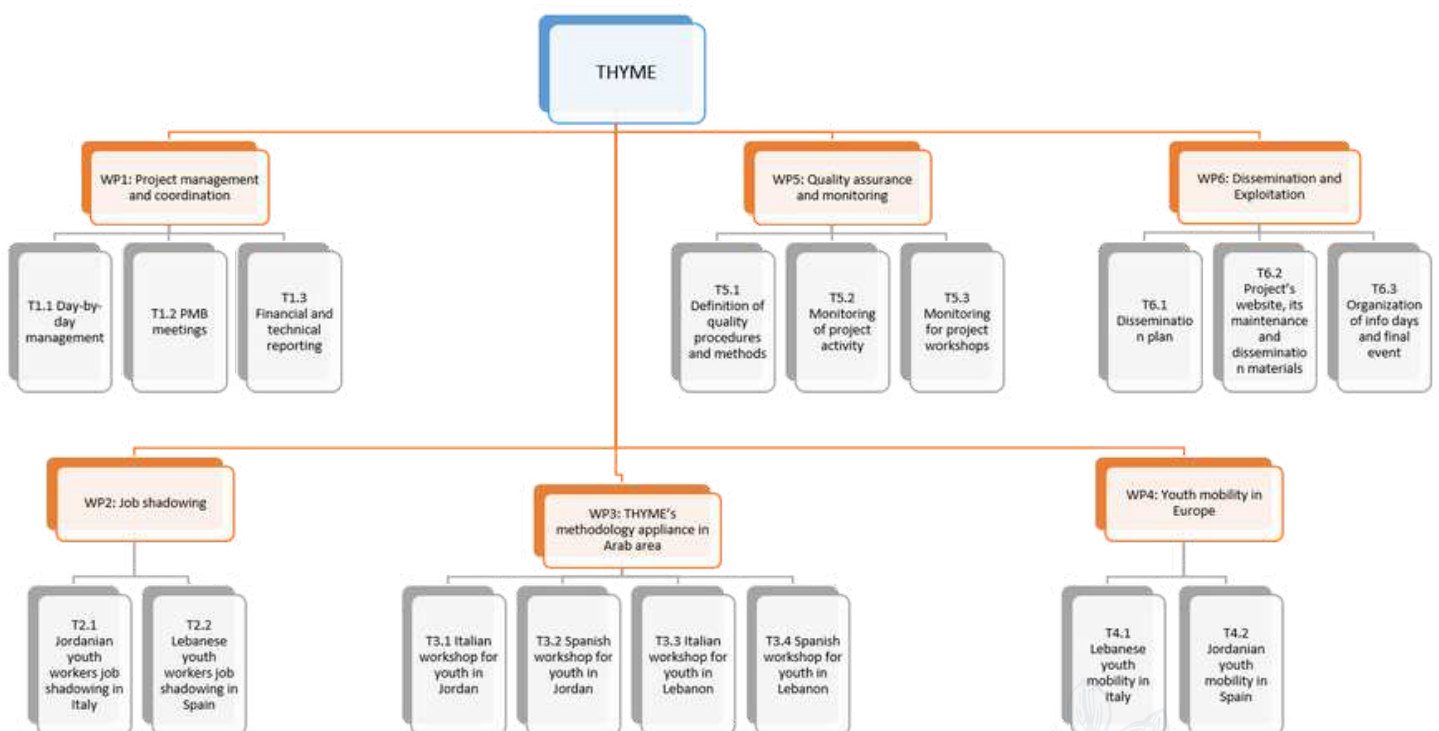
- **Feet:** walking, widening the lived experiences through a reality outside one's own life context, meeting the outside world;
- **Heart:** get excited in front of beautiful things, reworking this experience in emotional terms
- **Head:** Test discussion on what you have seen and learned;
- **Hands:** To transform what has been assimilated by designing one's own ideal democratic community.

Democracy is a tangible element that characterizes modern societies. We learn that San Leucio is an example of great democracy even in periods of history when monarchies had a strong influence on peoples. freedom came from the recognition of rights in a society where duties were well defined. The workers of the Silk Factory of San Leucio have breathed democracy thanks to the development of skills and competences. The only ones to benefit from democracy in this territory. Now we can perceive the peace lived in a time when democracy was truly participated and practiced.

Purpose: to combine not only theoretical knowledge but also the ability to be emotionally and emotionally passionate, becoming aware of the territory in which they live.



## IMPLEMENTING THE METHODOLOGY IN THE ARAB COUNTRIES



The process of methodology transferring to the Middle Eastern countries part of the project covered three different Work Packages and was done at different levels as showed in the image above.

**Work Package 2** foresaw an experience of Job Shadowing and in particular:

- One experience organized by EITD in Italy for Jordan Youth workers.
- One experience organized by Scholas in Spain for Lebanese youth workers.

The choice to host the activities within this WP in Italy and in Spain was driven by the need of letting the Lebanese and Jordanian youth workers experience the methodology directly on the field, in direct contact with local educators.

**Work Package 3** foresaw practical workshops in Lebanon and in Jordan:

- Two workshops organized by EITD in Lebanon and in Jordan;
- Two workshops organized by Scholas in Lebanon and in Jordan.

These workshops targeted both youth workers and local youth, and were conceived to put into practice and test the methodology in the new contexts.

**Work Package 4** foresaw the organization of two experiences of youth mobility in Europe, in particular:

- 1 youth mobility with Lebanese youth organized by EITD in Naples, Italy.
- 1 youth mobility with Jordanian youth organized by Scholas in Granada, Spain.

The youth mobility was deemed necessary not only as a way to reinforce the methodology transfer, but also as a necessary moment to increase the youth intercultural and global competencies.

In the following sections, we will describe in detail the activities organized by EITD within the three Work Packages.

## **JOB SHADOWING IN NAPLES, ITALY**

The Job shadowing activity has been organised as a one-week job shadowing in September 2022 in Italy with Jordanian youth workers. The aim of the activity was to transfer the structure of the “Feet, Heart, Head and Hands” methodology to Jordanian youth workers.

This activity was aimed at generating an encounter between EITD’s educators, Jordanian educators and local youths from Italy. The objective here was to put into practice EITD’s pedagogical approach, with the Jordanian youth workers shadowing the whole process to grasp it. The main goal was to show the application of the methodology, provide the tools to be able to apply it, raise



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awareness among young people on the issue of Democracy.

It has been be an 5+2 days workshop that took place in Naples (Italy) in three premises:

- Centro Hurtado, Scampia - home to the training activities of 15 local young people in school dropout reintroduced into Education and Vocational Training courses;
- Nisida Youth Jail
- Scampia and Chikù association

The workshop involved participants, 1 project manager from EITD, 7 youth workers (5 from EITD, 2 from JYIF); 19 Italian youngsters.

Before the workshop were produced some materials, in particular:

- An info pack produced and delivered
- An agenda and guidelines for the first 5 days
- A brief description of the Nisida activities "Garden of Emotions) and guidelines
- Video "Democracy", prepared before the workshop and used as a starting point for reflection
- A presentation of the overall THYME project

At the end of the workshop some results were produced as project deliverables, in particular:

- A video speaking about policies, leadership, and major undertakings of a state. The video addresses the topic of Democracy produced in Italian with English subtitles
- A PowerPoint presentation about the democratic power and institutions made by the youth participating in the workshop.
- A PowerPoint presentation about the ideal models of democracy, the constitutions and their ideal forms, according to the participants, made by the youth participating in the workshop.



Overall, it has been a great experience for all participants, both from the youth workers and for the young participants.

Finally, for the Workshop's evaluation we collected some feedback from the Jordan youth workers.

Following some testimonials:

- Participating in THYME project has helped me to discover and learn new methodological actions to apply with youth and communities. Being part of the project allows me to shadow facilitators work in rural areas. Personally, I was inspired after working with youth in the vocational education centre and visiting the minor centre tutorial. I will use this experience to adapt activities with youth in Jordan. Sincere thanks to JYIF and the project organisers!
- Taking part in the THYME project has been an incredible opportunity for me to broaden my horizons and gain valuable skills and knowledge. Through job shadowing I was able to witness first-hand how different approaches and techniques can be applied to engage youth and promote positive change. This experience has not only enhanced my professional skills, but also allowed me to form meaningful connections with individuals from different cultures and backgrounds. I am truly grateful for this opportunity and look forward to applying what I have learned in my future work with young people.

Here follows the **agenda** of the job shadowing activities, together with the description of what was the aim of each day' activity:

- On the first day of activity, Jordanian educators after the initial welcome and presentation moment, through these activities will be able to observe the initial stages of applying the method:

### **Let's start from the Feet: Video projection on Democracy**

Through the video the local young people involved will see images aimed at stimulating and arousing curiosity about the concept of democracy and how it



is developed in history and in everyday reality.

**Purpose:** To get out of preconceptions, to see beyond one's own knowledge.

**Turn on the Head: Brainstorming on the concept of Democracy**

Heart and Head: Through the Brain storming emotions, food for thought on the positive and negative aspects of Democracy will be aroused.

**Purpose:** Knowing how to get excited, arouse emotions, reflect on what we know.

**Look with the Heart: Analysis of the positive and negative aspects through a tutor-led work aimed at identifying the sets of terms of positive and negative exceptions related to the concept of Democracy that emerged from the users**

The educator, with the help of young people, emphasizes with different colours between the words and definitions that emerged regarding the concept of democracy the positive and negative aspects. the two sets of words are shown on two different sheets of paper in order to have a "positive democracy" and a "negative democracy". Through the Brain storming emotions, food for thought on the positive and negative aspects of Democracy will be aroused.

**Purpose:** Knowing how to get excited, arouse emotions, on what we know.





- On the **second day** of activity, Jordanian educators will observe how we apply the initial stages of the method outside the classroom context:

### **Get Up on your Feet and Walk together**

Through the guided tour the local young people involved in walking among the archaeological remains of the ancient Greek civilization where "an ancient democracy" was exercised. We apply a dynamic learning method that requires physical and mental effort on the part of young people.

Purpose The walk through the places where peoples have experienced cultural, societal and economic development requires the activation of all the senses in order to better learn from the surrounding environment.

### **What's now in our Head? - Didactic contents of history, art history and civic education**

Understanding how Democracy has been a characterizing element for the evolution of our society. Focus on the influence of Magna Graecia in the





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history of our civilization, identify the differences between ancient and modern.

**Purpose:** Learn about democracy

**Time to relax and open your Heart: Survey on the perception of the activities carried out**

Through the discussion on what has been observed, emotions, food for thought on the positive and negative aspects of ancient and modern democracy will be aroused. Take a time to listen to the emotions and sensations of young people compared to the day lived together.

**Purpose:** Knowing how to get excited, arouse emotions.



- In the **third day** of activity, the phases will be tested through the industriousness and elaboration of the contents.



## **The memories of the Heart: the narration of the experience**

Let's start with the listening of the experience in Pozzuoli. The educator will test the feelings of the young students stimulating both sensory and experiential memory. A listening activity is developed in circle time. In this third day of activity, the phases will be tested through the industriousness and elaboration of the contents.

## **We can use the Head: Guided debate on modern democratic powers and institutions analysis of roles and functions**

To become capable of planning, rationalising experience and emotions to free intelligence, because knowledge is no longer scary when one has acquired self-confidence;

Purpose: with the head to think about how much society's way of perceiving democracy and living it through institutions has changed.

Hands: being able to act, putting into practice what the passion has suggested.

Purpose: with your hands to shape the contents by organising them into a representative product.

## **Let's do it with the Hands: being able to act, putting into practice what the passion has suggested.**

young people are asked to get to work through the known tools (computer and practical) to rework the knowledge acquired. Elaboration of a Power point on modern democratic powers and institutes - analysis of roles and functions. (Work in subgroups).

**Purpose:** with your hands to shape the contents by organizing them into a representative product.



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- In the **fourth day** of activity the following phases of the method will be applied:

### **Our Heart, our Head: the circular confrontation.**

Through the circular confrontation that will stimulate reflection and the construction of critical thinking. Circle Time - analysis of individual desires and fears, relating to the real practice of democracy as a citizen; the educator is a mediator for the different opinions. Heart and Hands for the construction of the constitutional papers will be the synthesis of the ability to give shape to one's thoughts and emotions by transforming what has been learned into a product.



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**Let's get our Hands on it: Put into practice what you have learned by presenting the finished product.**

**Purpose:** to be aware of one's own knowledge and to master the knowledge acquired thanks to the proposed experiences. Subgroup work on our ideal constitutional charter (power point); Presentation of the work done by the groups.



- On the **fifth day**, the experiential guided tour will highlight:

**The experiential guided tour in SAN LEUCIO moving the Feet turning on the Head and opening the Heart to create and innovate**





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- **Feet:** walking, widening the lived experiences through a reality outside one's own life context, meeting the outside world;
- **Heart:** get excited in front of beautiful things, reworking this experience in emotional terms
- **Head:** Test discussion on what you have seen and learned;
- **Hands:** To transform what has been assimilated by designing one's own ideal democratic community.

Democracy is a tangible element that characterizes modern societies. We learn that San Leucio is an example of great democracy even in periods of history when monarchies had a strong influence on peoples. freedom came from the recognition of rights in a society where duties were well defined. The workers of the Silk Factory of San Leucio have breathed democracy thanks to the development of skills and competences. The only ones to benefit from democracy in this territory. Now we can perceive the peace lived in a time when democracy was truly participated and practiced.

**Purpose:** to combine not only theoretical knowledge but also the ability to be emotionally and emotionally passionate, becoming aware of the territory in which they live.





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- On the **sixth day**, Jordanian educators will be able to learn about another re-educational reality, the Nisida Juvenile Penal Institute, where the concept of democracy and legality is transmitted to minors in detention through the experiential method.



- On the **seventh day**, Jordanian educators will be able to learn about educational realities intended for Roma ethnic minors thanks to which welcoming and integration processes are activated by applying the educational method Feet Heart Head Hands practising Democracy thanks to the inclusion of those who live on the margins of society.





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## ITALIAN WORKSHOP FOR YOUTH IN LEBANON

This activity was aimed at training youth workers from partner organizations in Lebanon on the pedagogical approach.

The beneficiaries were trained on how to manage a space with youngsters and how to guide them into the analysis, debate and proposals formulation process, concerning the issues they perceive as relevant and urgent both in the global and local context.

The workshop foresaw a practical application in the field, under the perspective of the “learning by doing approach”. In order to realize this activity, it was also conducted a preliminary study of the territory aimed at better understanding the situation in Lebanon.

An 8-day workshop took place in January 2023 in Amioun, Koura, Lebanon (hosted by CARITAS LEBANON), in St. Teresa Institute, and in Beirut, Lebanon.

The workshop involved as participants 2 youth workers from EITD, 1 Project Coordinator from Caritas Lebanon Youth, 1 Communication Coordinator from Caritas Lebanon Youth, 4 YOUTH WORKERS from Caritas Lebanon, Project Coordinator from LDN, Communication Coordinator from LDN, 2 YOUTH WORKERS from LDN and 30 youngsters from Lebanon

The aim of the workshop has been to transfer the structure of the Italian training methodology Feet Heart Head Hands to the Lebanese tutors of Caritas Lebanon Youth and of LDN. The latter actively participated in the activities carried out by the Italian youth workers having the opportunity to observe the application of the methodology put into practice in their country during the activities with youngsters. The aim of the activities was to provide the organisations of the partner countries and their tutors with the necessary tools and make them masters of the methodology to guarantee an appropriate cognitive and cognitive training to youngsters.





## Methodology

The Italian educators proposed, to the group of young Lebanese, activities with the educational method **Feet, Heart, Head, Hands**, which address issues of strong global awareness such as integration, violence, child abandonment, child brides, petty crime, integration, abuse, pollution and refugee trafficking. The emotional reaction has given rise to strong debates on possible solutions for tackling these social problems. Among the young people, both solutions have emerged such as proposals for alternative laws at the local or supranational level and solutions to be implemented through choices of personal responsibility, such as attention to others, sustainable lifestyles and choices in relationships.

Italian youth workers proposed an outdoor experience giving the perception to walk through the history and tradition of Lebanon in the Forest of the Cedars of God. The participants could spend time living in familiar places (Feet) but at the same time they could watch at the usual with a different point of view (Heart). Participants are invited to produce, small video with their phone, to show the beauty that they note during the outdoor experience. Participants are invited to discuss the environmental situation. They have a test to be conscious about their daily choice, understanding their impact on the environment. Participants are invited to take pictures in the **Ancient City of Jabal** to capture the most beautiful aspects of the reality that surrounds them. The proposed pedagogical method Feet, Heart, Head, Hands allowed them to experience everyday life by reworking the emotions felt by reflecting on the reality of experience in order to create valid and functional proposals to grow as people and as professionals. Exploring the reality of Jabal has given everyone the opportunity to conclude a path of internalisation of the values of **inclusion, equity and welcoming**.

Before the workshop were produced some **materials**, in particular: An agenda day by day of the activities; a video "Global Citizenship" LEBANON, prepared before the workshop (**deliverable** of the activity) and used as a starting point for reflection; a presentation of the overall THYME project.



Before the workshop were produced some **materials**, in particular:

An agenda day by day of the activities; a video “Global Citizenship” LEBANON, prepared before the workshop (**deliverable** of the activity) and used as a starting point for reflection; a presentation of the overall THYME project.

Here follows the **agenda** of the job shadowing activities, together with the description of what was the aim of each day’ activity:

- The **first day** there was the arrival in Caritas Lebanon Youth Center in Amioun, Koura, Lebanon at St. Therese Institute and the welcome to all participants.
- On the **second day** of activity after the presentation of the project, Italian educators showed how we can apply the initial stages of the method outside the classroom context:

**Feet:** Through the guided tour in the Museum, the local young people are involved to reflect about the richness of their culture and show the history of a country and of a society. They have the possibility to re – live with a different point of view of the roots of their culture and show them to Italian educators. In this way they discover that they have a strong identity as part of a global society.

**Head:** Understanding how the identity of a society is important to grow up as a part of a global society.

**Heart and Head:** Focus on personal identity. Participants are invited to discover each other, their feelings and ideas about their daily life. They can reflect about their desires for the future of themselves in their country or outside of its and what contribution to make personally to improve their country and daily life

**Hands:** The video interviews show personal projects and global projects for the improvement of life expectancy like citizens of the world.

**Purpose:** become aware of the history of the Lebanese people, and convey the idea of being part of a global society.



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Before the workshop were produced some **materials**, in particular:  
An agenda day by day of the activities; a video “Global Citizenship” LEBANON,  
prepared before the workshop (**deliverable** of the activity) and used as a  
starting point for reflection; a presentation of the overall THYME project.

Here follows the **agenda** of the job shadowing activities, together with the  
description of what was the aim of each day’ activity:

- In the **third day** of activity, the outdoor experience gives the perception of walking through the history and tradition of Lebanon in the Forest of the Cedars of God.

Feet: we invite the participants on a hiking experience in the Forest of the Cedars of God. They can spend time living in familiar places but at the same time they rediscover the roots of their culture. They can watch at the usual time with a different point of view.





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Heart: They are invited to produce, in two groups, small videos with their phone, to show the beauty that they note during the outdoor experience.

Head and Hands: Participants are invited to discuss the environmental situation. They have a test to be conscious about their daily choice, understanding their impact on the environment. Working in 3 different groups, participants build a plan of sustainable choices to improve the conditions of the planet.

**Purpose:** to become aware of Lebanese culture and traditions and to stimulate a sense of responsibility and respect for the world that we are called to preserve.



- During the **fourth day** of activity the following phases of the method will be applied:

Feet: Watching the film, we are involved in a story which can show social problems. Watching the film, “Capernaum: Chaos and Miracles” (Lebanon, 2018), we involved the participants in a story who can show social problems.

Heart: Through the circular confrontation that we will stimulate reflection and the construction of critical thinking.

Hands: put into the story of our life, making in a play the scene about the main themes of the film. Participants was invited to put into the story of their daily life and after they had to make in a play the scene about the main themes of the film. The participants chose to represent scenes from stories dealing with the themes of clandestine immigration, trafficking in human beings, child brides, petty crime, integration, refugees.

**Purpose:** be aware of the problems that are experienced in every society and imagine being able to make a positive contribution with life choices.

The activities were aimed at aware of the problems that are experienced in every society and imagine being able to make a positive contribution with life choices, to understand the needs of the other.





- On the **fifth day**, the experiential guided tour will highlight:

Feet: walking, widening the lived experiences through a reality outside one's own life context, meeting the outside world;

Heart: get excited in front of beautiful things, reworking this experience in emotional terms

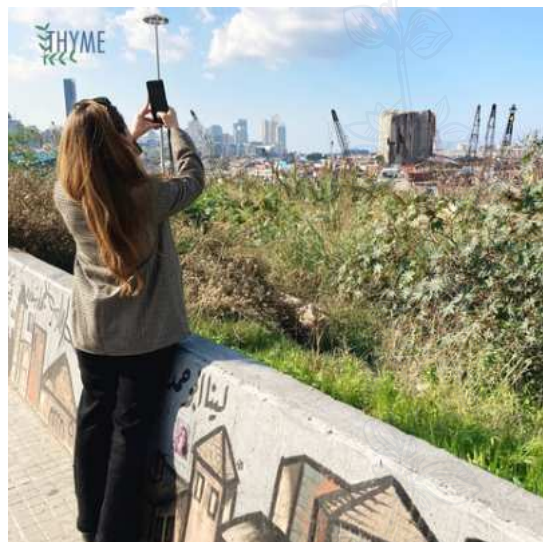
Test discussion on what you have seen and learned;

Hands: To show the perception of the society and the way we hope to change its problems.

**Purpose**: to combine not only theoretical knowledge but also the ability to be emotionally and emotionally passionate, becoming aware of the territory in which they live.

- On the **sixth day**, Youth workers discussed the environmental, historical and cultural heritage of Lebanon. They went with their feet around Beirut, in particular they visited the Port of Beirut. Let us open our eyes to our reality enlightened by the certainty of a ransom for the Lebanese people: 04/08/2020 explosion in the port of Beirut.

In the evening, EITD with Caritas Lebanon and Caritas Lebanon Youth to celebrate the Epiphany with the celebration of the Patriarch of Lebanon Béchara Boutros Rai at the shrine of Our Lady of Lebanon.





- On the **seventh day**, Youth workers will discuss the environmental, historical and cultural heritage of Lebanon with the visit to the Holy Valley and the Monastery of Sant'Antonio di Qozhaya. Knowledge of the history of Maronite Christianity in Lebanon and guided tour of the Museum of the Monastery of St. Anthony which houses the first texts written in Arabic. Comparison with Caritas educator expert in Arabic languages and cultures. Visit to the Khalil Gibran Museum
- **Day 8:** Distribution of the certifications for attending the camp and collection of impressions at the end of the workshop.

**Deliverables** of this activity have been:

- The video “global citizenship” LEBANON, used as starting activity;
- An exhibition of ideas to ameliorate the local territory (Jordan and Lebanon), produced together with the youngsters participating in the activity.
- A photography exhibition (Jordan and Lebanon), produced together with the youngsters participating in the activity
- A Power Point presentation focus on the characteristics of “world citizen” (Jordan and Lebanon), produced together with the youngsters participating in the activity
- A Power Point presentation focus on the analysis of the values (Jordan and Lebanon), produced together with the youngsters participating in the activity

### **Workshop's evaluation**

A questionnaire has been submitted to all participants in order to collect the perception of the activities carried out. 23 participants answered the questionnaire stating that for almost 70% the workshop exceeded their expectations.





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## ITALIAN WORKSHOP FOR YOUTH IN JORDAN

The workshop of 7 days was held in Amman in February 2023 and “mirrored” the workshop previously organized in Lebanon.

The workshop involved as participants 2 youth workers from EITD, 2 youth workers from JYIF, 29 youngsters from Jordan.

**The aim of the workshop** has been to apply the Italian methodology (Feet Heart Head Hands), learned in the job shadowing workshop in a local workshop in Jordan with a focus on global citizenship.

### Methodology

The Italian methodology of EITD is characterised by the application of a consequential program composed of integrated phases capable of guiding and accompanying the process of learning and awareness of young people, (in this case) of being citizens of the world. The four phases of the methodology activated during the performance of the activities are the Feet, the Heart, the Head and the Hands; these phases represent the following processes:

- feet walking, meeting the outside world, nature, people, the world;
- the heart the passion in what one does, the emotion in front of beautiful things, the reworking of the experience in emotional terms;
- the head, giving voice to the thoughts that become capable of planning, rationalising experience and emotions to free the intelligence, because knowledge is no longer scary when you have acquired self-confidence;
- finally, the hands represent the transformation process, the ability to become capable of acting, of being protagonists of one's life by acting with a different awareness, with new eyes, attentive and aware of the beauty we have inside and outside of us, of the beautiful that exists in the world, in those around us and in those on the other side of the world.

Jordanian youth workers actively participated in carrying out the activities, having the opportunity to observe the application of the methodology put into practice by the Italian youth workers and to learn the tools necessary to organise and conduct their own training courses.



We started from the video “Do we live on Mars? We are people of the world” (D3.1 Video on global citizenship in JORDAN) used in a way to encourage discussion on global citizenship.

Starting from simple images on the culture, religion, tradition, beauty of their country, but with a careful look at what surrounds us, the young participants were asked to tell Jordan through the eyes of its citizens, this stimulated the young people to tell it, in its strengths, weaknesses, with its rights and duties.

Thus began all the consequential activities aimed at knowledge, reflection, perception and analysis of our being citizens of a world characterised by the tradition and legacy of past history and projected towards the construction of a future life with others and for others.

Outdoor activities were carried out to discover ancient and modern places, debates were stimulated after watching the film "Captain Abu Raed", a photographic exhibition was held to express the needs of global citizenship and a presentation of proposals for "active citizenship" was beneficial to the community to improve the local quality of life. A strong desire emerged from young people to be an active part of society, to be able to express their thoughts and to be able to make their own contribution for the benefit of the community.

The desire for freedom of speech, religious inclusion and enhancement of the territory were the values that emerged throughout the week of activity, while the strengths appreciated in one's own country are the education system and safety management, accompanied by a sense of gratitude to the monarchy.

Before the workshop were produced some materials, in particular: an agenda day by day of the activities; a video “Global Citizenship” JORDAN, prepared before the workshop (deliverable of the activity) and used as a starting point for reflection; a presentation of the overall THYME project.

The deliverables of this activity have been:

- A video “global citizenship” Jordan; as a starting point of the activity
- An exhibition of ideas to ameliorate the local territory (Jordan and Lebanon), produced together with the youngsters participating in the activity



- A photography exhibition (Jordan and Lebanon), produced together with the youngsters participating in the activity
- A Power Point presentation focus on the characteristics of “world citizen” (Jordan and Lebanon), produced together with the youngsters participating in the activity
- A Power Point presentation focus on the analysis of the values (Jordan and Lebanon), produced together with the youngsters participating in the activity

### Workshop's evaluation

A questionnaire has been submitted to all participants in order to collect the perception of the activities carried out. 33 answers arrived from Jordanian participants. More than 90% stated that they were very satisfied or satisfied with the workshop and for more than a half it exceeded its expectations.

Here follows the agenda of the job shadowing activities, together with the description of what was the aim of each day' activity:

- **Day 1:** Activity: Presentation dynamics - Who are you? What are you doing? How do you do it? Presentation of the project: The people, the theme, the activities.
- **Day 2:** Activity 1 - video "Do we live on Mars? We are people of the world": (Feet). Guided debate: How do I live in Jordan? What I love and what I hate about my country: Analysis of beauty and perception of liveability: (Head). Activity 2: Billboard 1: "The Perfect Jordan: rights and duties of the citizen" - Billboard 2: "The perfect Jordan: ideas and tips for a greater liveability of the country": (Hands) Activity 3 - Billboard 3: Make proposals for "active citizenship" - Designing and Planning for the benefit of the community to improve the quality of local daily life.



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- A photography exhibition (Jordan and Lebanon), produced together with the youngsters participating in the activity
- A Power Point presentation focus on the characteristics of “world citizen” (Jordan and Lebanon), produced together with the youngsters participating in the activity
- A Power Point presentation focus on the analysis of the values (Jordan and Lebanon), produced together with the youngsters participating in the activity







- **Day 3:** Outdoor Experience: A visit to the City of Madaba, an ancient town in Jordan, southwest of the capital Amman. It's known for its 6th-century mosaic map of the Holy Land in the Greek Orthodox Church of St. George. "Today we are like this because we have been like this" – Photo collection (Feet)
- **Day 4:** Survey on the perception of the activities and presentation of the activities of the day. Activity 1: Activity perception survey. What excited and bored me in Madaba, emotional restitution. Activity 2 – guided debate – the wonder of being men and women of our time (Heart). Activity 3 - Citizens of the World: Movie Viewing – "Captain Abu Read" (US 2007) (Feet) Circle time - What does the story of the film convey to me? (Head and Heart).
- **Day 5:** City walk: Significant local operating situations that must work for better respond to the needs of citizens and reflections on public manifestations of the desires of individuals. (Feet).
- Activity 1 – Brainstorming: needs and desires of a modern citizen in Jordan. Work in 2 subgroups: Production of a photographic review and power point on what we see and expresses the need of a citizen (e.g., traffic situation) and what expresses desire (e.g., slogans and street art). (Heart Head Hands).
- **Day 6:** Activity 1: Outdoor experience, the city of Jerash, a popular old city that is internationally renowned for its preservation and restoration of prominent Roman structures. (Feet). Activity 2: Survey on the perception of the activities and presentation of the activities of the day. (Heart) Activity 3: Creation of a photo collection or TikTok of the outdoor experience in two different groups (Head and hands).
- **Day 7:** Survey on the perception of the activities and presentation of the activities of the day. What excited and bored me (Heart). Activity 1 - proposal: meeting between the kingdom of Jordan and pope Francis for the union of religions 2019 (Feet). Guided debate: What possible ways to achieve peace between religions (Head). Work of 3 groups: Choice of a local problem of difficult coexistence, cause, effects and solutions: laboratory of artisan ceramic products to be used as welcome "gifts".







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- **Day 8:** Activity 1 – Printing and construction of a review of photographs of the city. The photos are associated with phrases from the film and food for thought. (Hands). Activity 2 – Construction of a photographic exhibition: Today we live the world with the beauty of our history and projected to live in the light of desires for the future.







## LEBANESE YOUTH MOBILITY IN NAPOLI, ITALY

The youth mobility took place in Naples in September 2023 and it can be considered as the last “piece” of the process.

It has been an 8-day youth mobility workshop taking place in Naples, Italy (hosted by EITD).

The workshop involved as participants, 2 youth trainers from EITD, 15 youth from Italy (15-18 years old) with a rate of 50-80% with fewer opportunities, 15 Lebanese youth from LDN (15-18 years old) (with at least 10 who participated in T3.4 (the Spanish workshop in Lebanon) with a rate of 50-80% with fewer opportunities, 15 Lebanese youth from CARITAS LEBANON (15-18 years old) (with at least 10 who participated in T3.4 (the Spanish workshop in Lebanon) with a rate of 50-80% with fewer opportunities.

This activity was aimed at generating an encounter between Italian youth with Lebanese youth to make the Lebanese put into practice the new skills they learnt in the last phase (WP2 and WP3) with youngsters from different country in a foreign environment.

Here follows the agenda of the job shadowing activities, together with the description of what was the aim of each day' activity:

The **first day** started with the activities in the Centro A. Hurtado where Lebanese youngster and the leFP student met for the first time. There was first of all the presentation of the Project and the projection of the video- "Do you feel sustainable?" (feet/heart). Later several activities were implemented to let knowing each other's and to create a friendly environment between the participants. In particular: Presentation dynamics - 4 colours / 4 teams.



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We distribute balls of 4 different colours in a circle, each colour will represent a team. On a poster of the team colour each participant will answer the following questions to introduce themselves:

1. First name and surname
2. What I do
3. What I like to do
4. What I don't like to do

After that there was a brainstorming in groups- How can we contribute to sustainable development? (Head). Personal feedback and emotional perceptions.

On the **second day** the participants went to attend to participation in the celebration of mass in honour of St. Gennaro, patron saint of Naples at Duomo di Napoli meeting with Caritas of Naples.

Later the Italian youth workers bring the Lebanese youngster to an itinerant walk around the historic centre of Naples and collected the feedback of the experience (Feet, heart, head, hands).

The **third day** we went for an external visit to the Lega Navale Italiana di Pozzuoli for a boat excursion with guided tour then the youth worker suggests the participants to take photo of scenes and landscapes characteristic of activities related to the "gifts of the sea".

On the **fourth day** the activities were to the Centro A. Hurtado for the activity perception survey.

In particular: re-elaboration and printing of the photographic material collected for the artistic production: "Our sea". (Head, heart, hands)

The students divided into four groups work with the reworking of the material both producing power points and producing an exhibition banner.

At the end there was the presentation of work and a free discussion: Positive and negative effects of daily choices for the protection of marine ecosystems. (Heart, head)





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On the **fifth day** there was the Hiking experience "the crater of Vesuvius" with the aim of discovery of the geology and morphology of the volcanic territory for the development of sustainable agriculture and local DOC and DOP production. (feet)

Again, the participants take photos of scenes and landscapes characteristic of the volcanic territory.

During the **day six** started with the activity perception survey.

In particular: reworking the photographic material collected in 4 groups for the production of power points on sustainable farming activities and respect for the ecosystem (hands).

Later there was the presentation of work and a free debate: positive and negative effects on the valorisation of land resources (heart).

On the **day seven** at the Centro A. Hurtado the participants met an expert witness from N'SeaYet - sustainable tourism: potential of the Campania region and international dissemination (Head). The activity started with the analysis of video - "Do you feel sustainable?". Later the participants work in two groups: creation of sustainable tourism itineraries in different countries of origin.

At the end a lunch prepared at Chikù with typical products from Campania and musical entertainment by "Musica Libera Tutti" (Hands).

The **last day** saw the conclusion of the workshop with the certificate delivery ceremony for final leave-taking.







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## CONCLUSIONS

This manual was conceived with the objective to give an overview of the pedagogical and methodological approaches used by EITD in the framework of the project THYME.

This can represent a useful tool to get a glance on practices that can help to foster the sense of sharing, community, intercultural relations, civic engagement within youngsters. As one can see from the different experiences narrated in the manual and corresponding to different activities, the same methodology can “unbox” thousands of different dynamics, results, and stories.

This is especially due to the fact that EITD wants to put the youngster at the center, and never arrives with predefined ideas and interventions. Listening is a fundamental part of the methodology, and this is true also for the educators, not just for the beneficiaries. That is why, in Lebanon and in Jordan, some days were dedicated to the study of the local culture. We created a space that is safe and invites kindness, respect, and mindful sharing. The beneficiaries, guided by the educators, do the rest and create their own stories.

None of the activities shared here, even if with the same output, was the same. This made the experience even more interesting, both for EITD and for the local partners. And of course, it makes the methodology perfectly replicable and scalable, once other professionals are trained on the sense underlying all of it and on the practices to be applied when moderating a space.

*With our feet, we go around the world discovering the wonder of being humans of our land and citizens of the world.*



## ANNEXES

- Video script:

### ☐ Video “democracy” - Storytelling Democracy video

On the first day of job shadowing activity (T2.1), just after the presentation of the THYME project, and after the dynamic of presentation of participants, we will introduce the Democracy theme, subject of the entire workshop. The theme will be presented to the group in the different days of the workshop through the Feet, Heart, Head, Hands method, with the aim of transmitting the contents and making the learners assimilate the key concepts.

The proposed video does not exceed 115 seconds in total.

### Video script

#### 0. Introduction:

- What is Democracy (one slide)

#### 1. TED SPEECH – PETER EMERSON

- Presentation in ironic terms of the countries in the world where DEMOCRACY is a goal desired by the people but not really applied in the choices of governments.

#### 2. THE ORIGINS OF DEMOCRACY

- Focus on the etymology of the term DEMOCRACY, its origins in the culture of the ancient Greece.
- Ancient democracy understood as "power exercised by the people" (Animated slide)
- Images of historical finds that witnesses to the presence in the Campania region of the Greek community structure: Temple of Serapide, Cuma Archaeological Park. We will present photos of the places that will then be explored along the way by the learners.

#### 3. DEMOCRACY, nowadays

Images that can bring the minds of learners back to the path of peoples for the concrete exercise of democracy, such as:



- The request for constitutional rights with respect to the exercise of government decision-making powers
- The Magna Carta
- Political and economic revolutions: American Independence and the Industrial Revolution
- Modern struggles for social and political rights: The Arab Spring, women's vote

#### **4. DEMOCRATIC BODIES AND INTERNATIONAL ORGANISATIONS**

- Representative images of democratic bodies and international organizations
- Short excerpt from the farewell speech by the president of the European Parliament, Martin Schulz, which appears to be, above all, a call for democracy in the European Union.

#### **5. CONCLUSION**

- *What's DEMOCRACY for YOU?*

N.B. The final question introduce the following brainstorming activity.

#### ☐ **Video "global citizenship" LEBANON - Storytelling Global Citizenship**

EU logo + THYME logo

1. General introduction About Lebanon
2. Rushes from the Cedars Forest (they are the symbol of Lebanon);
3. Rush from Martyrs Square with the church and the mosque
4. Speaker 1: Talking about the religious diversity of Lebanon.
5. Animation of Jbeil / Byblos
6. Speaker 2: Geographic and Tourist expert
7. Animation of Baalbeck
8. Speaker 3: Talking about Culture and Heritage
9. Animation about Jeita Grotto
10. Speaker 4: Talking about Democracy
11. Final Animation (General)



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Disclaimer

Length of the video: 2 to 3 minutes

Speaking in Arabic and subtitled in English

☐ **Video "global citizenship" JORDAN - Storytelling - Jordan: my country and my city. Geography, customs, art and culture"- Do we live on Mars?**

Presentation of the topic

On the first day of the activities, following the dynamics of the THYME project presentation, we will proceed with the introduction of the theme "GLOBAL CITIZENSHIP". The theme will be presented to the group in the various days of activities proposed through the Feet, Heart, Head, Hands methodology, with the aim of transferring the contents and let the learners assimilate the key concepts.

The proposed video, in total, does not exceed 120 seconds.

**1. LANDING – PERSEVERANCE MISSION ON MARS**

Do we live on Mars?

PERSEVERANCE : landing from the on-board cameras - YouTube

min 1.43/ min 1.50

- Images from MARS planet

Mars in 4K – Real images - YouTube

Min 0.00/ 0.30

- Images from Jordan – WADI RUM desert

Pictures of landscapes of Wadi Rum desert

- Not yet, we are in Jordan!

Welcome to Jordan! - YouTube

Min 0.10 / Min 0.51

**2. BACK to PLANET EARTH**

Zoom in from space, to planet Earth, to the country of Jordan (animated slide) and the map of Jordan



- Jordan is a place of union, hospitality and point of departure, a bridge between peoples and civilizations
- A bridge between the past and the future that gave origin and impetus to humanity: Images of Petra and peoples of the desert and images of Amman as a metropolis with modern men and women.

### **3. CITIZENS OF THE WORLD**

Images that can bring back to the minds of the learners all that Jordan represents as a meeting point and as a socio-cultural exchange location that makes it a jumping board towards an awareness of global citizenship:

- Geographical Union between continents (images)
- Union between Arab and European culture (images)
- Union between Religions (refer to the meeting among Pope Francis and the Kingdom of Jordan 2019)

Welcome to Jordan! - YouTube min 2.12 7 min 2.30

- The modern struggles for social and political rights: The Arab Spring, the vote for women and universal suffrage.
- A modern hero: Rania of Jordan (the Princess of the Arab world best known in the West)

### **4. JORDANS, CITIZENS OF THE WORLD**

Brief roundup of photos of the faces of young Jordanian children with captions

- We are people of the world

N.B. The concluding images of the video lead back to the subsequent guided debate activity

LINK:

- <https://www.thymeproject.eu/>
- <https://www.facebook.com/thymeproject>
- [https://www.instagram.com/thyme\\_project/](https://www.instagram.com/thyme_project/)
- <https://www.eitd.it/progetti-ue/thyme-project/>











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