Guidelines for Youthworkers

A STORY MAKES A DIFFERENCE
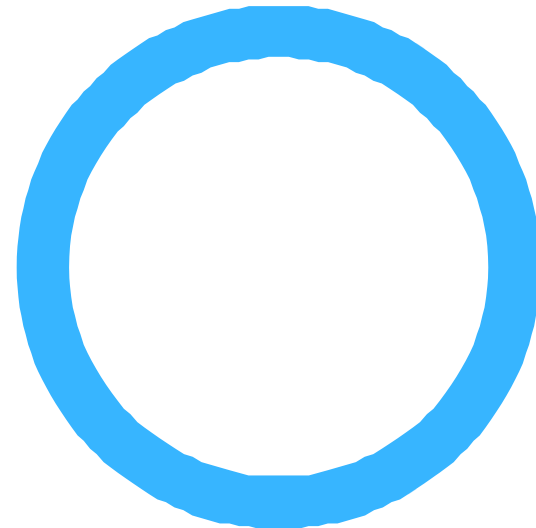
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- Stakeholders involved from our communities for their involvement to increase accessibility and availability of these guidelines

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INTRODUCTION

The present Guidelines are the result of the common work developed by the partner organizations of the project "Short Stories – Big Changes", realized under the Key Action 2 – Strategic Partnerships in the field of Youth, within the Erasmus+ Programme.

The project started in August 2020 with the objective to contribute to the integration and social inclusion of young migrants, refugees and other marginalized youth groups, to promote fundamental European values such as tolerance, solidarity, understanding of diversity, and, hence, to combat discrimination, racism and xenophobia in the participating Countries and beyond.

The planned activities of the project also aim at building the capacities of the partners and other civil society organizations in youth and social fields, providing knowledge, competences and practical activities and tools towards the empowerment of young migrants and refugees.
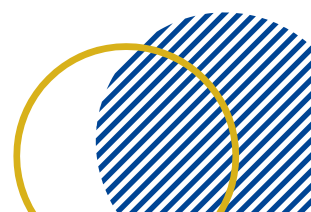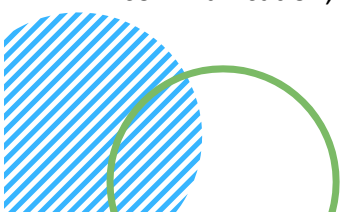
The need of such a project was recognized among the partner organizations in the context of the so called "refugee crisis", started from 2014 and reaching its peak during 2015, where thousands of people from conflict-affected and war-torn countries and regions (especially Syria, Afghanistan, Iraq) have crossed the European borders. Although the European Commission declared the crisis to be at an end in March 2019, structural problems still remain, displaced people continued to arrive and, most of all, the effect of such migration influxes is still very visible across Europe.

Such refugee crisis, in fact, also triggered a social crisis, with citizens subject to misinformation, fake news and propaganda that led to lack of awareness and understanding of the situation, often bringing to intolerance, racism, xenophobia and discrimination, especially from those people who are not adequately educated and/or informed.

In this regard, the role of civil society organizations in the integration of migrants, refugees and asylum seekers, especially focusing on youth, is vital, as they have the capacity to offer innovative and effective methods, activities and approaches for contributing to the solution of the issue. The non-governmental sector has the potential to be a catalyst for the integration of such categories of people, practically contributing to the empowerment of the most disadvantaged and advocating for human rights.

In line with these considerations, the guidelines here developed are framed into a wider process that is coming from the realization of the project, which includes the following planned activities:

ü   Transnational project meetings: to present and evaluate each partner organization's tasks and responsibilities related to project management and implementation, and to plan and monitor in a comprehensive way all the steps for the development of the strategic partnership, including communication, dissemination and visibility strategies

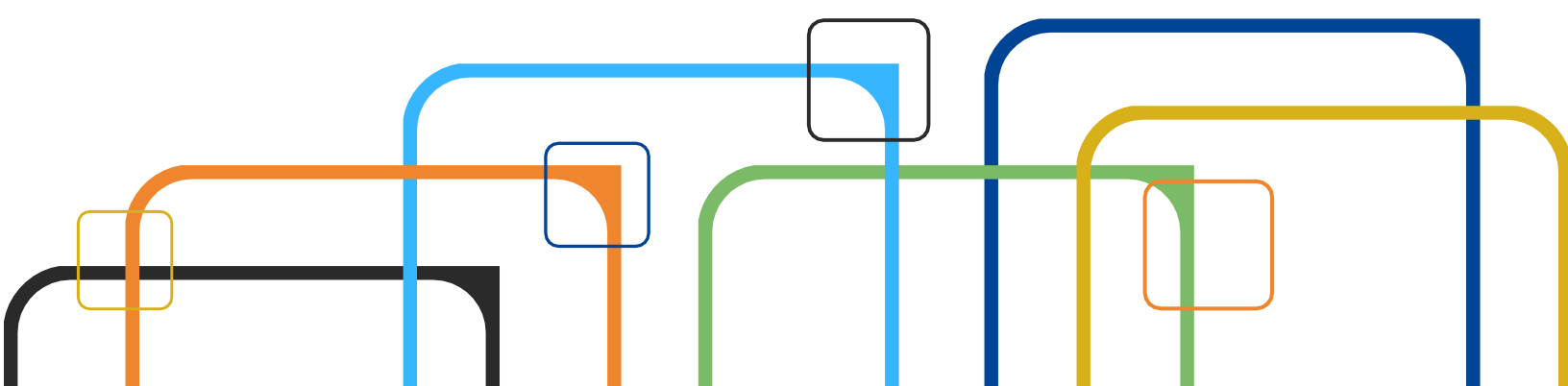ü   Realization of 2 Intellectual Outputs: the Guidelines for Youth Workers and the Series of Videos. The former is the main subject of this work, described in detail throughout this publication, while the latter is about putting in audio-visual form the successful stories of integration coming from young migrants and refugees in the local communities of the partner Countries, as well as from celebrities (opinion leaders, influencers, policy makers, artists, etc.) who will be sharing their positive messages of inclusion as people who have already integrated in the new communities

ü Training Course "Living Stories": an international mobility for Youth Workers that will take place in Sweden[2] and it will be based on the developed guidelines, whose methods and activities will be tested during the Training itself, involving 5 youth workers per partner Country and 4 international Trainers. The Training will equip participants with knowledge, skills and competences to work with young migrants and refugees through the described methodology, also enabling them to support the organization of local activities and events with their NGOs

ü Multiplier events: taking place in Germany and Italy[2] to disseminate and promote the Intellectual Outputs and other relevant project results to wider audiences, with a specific focus on other youth workers, NGOs and professionals, to give them knowledge and tools to use in their daily work with young people, especially with migrants/refugees and other minorities and disadvantaged groups

ü   Living Library events: local events that will be implemented by every partner organization using the famous methodology where real people are books on loan to readers for a limited amount of time. Through these events, the floor will be given to migrants and refugees with their stories to share, creating an interaction between books and readers for conversations that can challenge stereotypes and prejudices through dialogue.

As described from the above structure, the idea of these guidelines is embedded in a wider approach to community development; through this project, indeed, the partners from 4 European Countries will not only to build their capacities and enhance the competences of their youth workers, but they will also encourage participation in society of young migrants and refugees, inspiring and empowering them to make a change and to overcome challenges, promoting constructive dialogue, tolerance and acceptance among different actors of the involved communities, eventually contributing to the social inclusion and integration of migrants, refugees and other marginalized groups

WHO ARE WE?

These guidelines are developed with the leading role of the partner from Bulgaria, in cooperation with the other organizations from Germany, Italy and Sweden. Each partner contributed to the guidelines by bringing different knowledge and expertise, all of them strongly connected to the topics of the main project and crucial for its successful development.

All the partners, indeed, are actively working to raise awareness about EU democratic values and the principles of anti-discrimination and solidarity, with different levels of international experience, pursuing the goals of empowering and training youth, especially those with fewer opportunities and coming from minority and marginalized groups.

Moreover, they already worked together on several occasions before the realization of these guidelines, representing an added value for their effective finalization. In this regard, and in order to make these guidelines fruitful for many different subjects, the choice of the organizations and professionals to cooperate with has been planned in a strategic way to support and promote the exchange of best practices at European level.
Below you can find more information about the partners' profiles

Ø Ungdomsfronten

Ungdomsfronten is a non-profit and non-governmental organization that works on youth initiatives development and realization of innovative projects. We are based in Södertälje, Sweden. Ungdomsfronten have been established by a group of youth that realized their needs to make a difference in society. Our main goal is to open the youth eyes and show that together we can change and together we can build a better Europe.

Our national activities are based on non-formal education. We are arranging workshops and some other activities to the youth in the local community. We are looking forward for international cooperation within Europe and the world. Our staff are experts in the youth field and some of them have a long history in the local and international work within the youth area. Our main mission is promotion of development of the people, including development of their powers, involvement in the civil society process and protection of their rights and interests is to develop and support young people from minority groups in Europe and beyond through involvement into active citizenship.

Ungdomsfronten mainly focuses on youth, especially those young people with fewer opportunities, such as those experiencing psycho-social problems, as its target group; we also deal with children and adults.
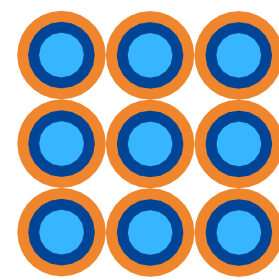
One of our tasks in missions with particular youngsters is to help them to find according to occupation.

We realize that a lot of these young people have difficulties of different origin with finding employment, and we recognize that youngsters coming from minority cultures (having different cultural backgrounds), have such problems really often. We are always open for everyone who needs help and support and our vision is to reach out for more youth.

Our activities aim to contribute to the preservation, emergence, and the revival of the talents of the young people. As we started the NGO in 2013 the main aim was to participate in the Youth in action / Erasmus+ program. We see the program as an incredible opportunity to offer our knowledge and skills while learning from others, but with time our activities became more than just Erasmus plus, we still believe that through organizing and joining Erasmus+ projects home and abroad we increase our chance to come in contact with more youth in different areas of Sweden which is can expand our NGO.

Among the activities of the organisation are:

- planning, organising and managing music, humanitarian and volunteer events

- planning, organising and managing art shows, movie nights, public hearings and similar events - education of youth through creative workshops, radio shows and public networks

- cooperation with similar organisations in Europe and worldwide.

The organization is based on the experience of the professionals and volunteers at the International Institute for Youth Development PETRI-Sofia (www.petri-sofia.org), which has more than 10 years of experience working with young people on topics related to the objectives and priorities of the Erasmus + program. The Institute, set up in 2007 as a joint project of UNFPA, the National Center of Public Healthand Analyses and the International Youth Network Y-PEER (www.y-peer.org), aims to contribute to the empowerment of young people by focusing on their sexual and reproductive health and rights, gender equality, youth particpation, civic engagement, advocacy and peace. The main objective of the Institute and the Foundation is to develop and implement effective and sustainable youth policies in these areas at regional, European and global level.

Y-PEER is a ground breaking and comprehensive voluntary youth-to-youth initiative. It is a network of youth-led and youth-serving civil society organizations, governmental organizations, community based organizations, institutions, youth activists, young people, youth advocates and trainers working together on youth related issues since 2000. Y-PEER is an international network of young people and organizations working in the field of Sexual and Reproductive Health and Rights, Gender Equality,

Gender-Based Violence, Meaningful Youth Participation, Civic Engagement and Global Peace Building, through inclusive and interactive peer education approach, in 46 countries throughout Eastern Europe, Central Asia, Middle East, North Africa and the Asia-Pacific.

The International Foundation for Y-PEER Development supports the Y-PEER international network, links institutions, non-governmental organizations and young people by developing innovative training programs, creating platforms for networking and collaboration, working in the field of research and analysis related to sexual and reproductive health and rights of young people.

As a regional center supporting the Foundation, PETRI-Sofia helps to share know-how, resources and good practices in the partner network, thus contributing to the development of successful cooperation in this field. The main aspects of PETRI's work are organizing trainings for young people (including those at risk, such as ethnic minorities) at local, national and international level on topics like sexual and reproductive health and rights, HIV and STIs prevention; project development and management; the use of theatrical and non-formal education methods in peer education trainings; leadership; advocacy and organizing campaigns by young people, creating platforms for joint action, and presenting young people's positions to decision-makers, and developing and implementing youth policies.

In the past year, one of the priorities in our work was the theme of peacebuilding, conflict and radicalization prevention among young people, and a toolkit on working with young people on this topic was developed, including non-formal educational methods. The learning methods used in all our capacity- building activities are related to the peer education methodology, using materials developed by the Y- PEER network, PETRI, UNFPA, UNAIDS and others (http://petri- sofia.org/en/resources/).

One of the current main aspects of the work of PETRI and the Foundation is the creation, maintenance and updating of the global online advocacy platform for young people SpeakActChange (http://www.speakactchange.org/).

With the support of UNFPA and the Ministry of Foreign Affairs of Bulgaria, PETRI-Sofia maintains a permanent internship program, enabling active young people to work at the Institute for a period of 3-6 months, developing their knowledge and skills and supporting PETRI, the Foundation and the Y-PEER Network.

The Foundation is also accredited for sending and receiving volunteers and it already had two projects in the frame of EVS and the European Solidarity Corps (hosting volunteers permanently since 2018). The volunteers in the organization implement different activities for young people, such as workshops, trainings, events and campaigns related to non-formal education, Human Rights, equality, non-violence, prevention of discrimination, gender, sexual and reproductive health and rights. In 2019 and 2020 IFYD also implemented, as applicant and hosting organization, different KA1 projects and one KA2.

Ø Migration_miteinander e.V.

Migration_miteinander e.V. is an association composed of a group of young people that want to contribute to a Europe based on solidarity and appreciation of cultural diversity. The association was founded in April 2017 and is based in the Ruhr region, in the city of Witten, in Germany, but active both on the ground in Witten and in Bologna, Italy.

We facilitate European mobility, not only for Europeans but also for migrants in Europe and prepare young people for an active role in their society. To do so, we implement empowerment and exchange programs, offer trainings, bring together people of different backgrounds and promote inner-European legal migration for migrants

The association follows four main objectives - always in the intention to strengthen Europe and to raise international understanding both on a local level and on global scale:

- **Mobility and legal migration for refugees in the European context:**

Young refugees in Europe are often exposed to a high migratory pressure but have very limited possibilities for legal secondary movements once arrived. European law asks them to stay in the country of first arrival, traditionally countries at the EU's southern external borders that often don't have a working reception system, no efficient support structures and high unemployment rates. The consequence are irregular secondary movements. We developed an alternative to that, namely the promotion of legal migration and mobility channels with a focus on voluntary services, youth exchanges and apprenticeships – which we organize under our main activity moveurope! – and actively raises awareness for this tool and for the needs of the target group. To make these tools accessible on a larger scale, apart from implementing concrete mobility programs, migration_miteinander organizes multiplier trainings and info events/conferences, too. In this framework, we organize short-term mobilities (Youth Exchanges, Internships) and long-term mobilities for young refugees and professionals working with them (national and ESK Voluntary Services as well as Apprenticeship, Youth Worker Mobilities).

- **Empowerment of migrants:**

Through orientation programs and advice offers, migration_miteinander provides migrants with the necessary information, knowledge and skills for a self-determined life in Europe. That makes possible a full participation in and contribution to the host society as regards both social and in particular professional integration. An exemplary project is the program ESOP (European Structural Orientation Program) that migration_miteinander implements both in Bologna, Italy and in Witten, Germany.

- Laying the foundation for a positive living together of migrants and host society based on mutual learning and appreciation:

The association realizes different offers to promote exchange and to train both sides for an equal citizenship. A particular focus lies on the implementation of Idea Labs at which young people are guided in developing their own project ideas and in their following implementation. Through various training (Design thinking, different project management tools) the young participants are enabled to implement local projects with a high impact and the basis for changemaking role is laid.

We offer different training formats both for young people and professionals to share our experiences and expertise beyond the range of our association. All our operational activities that directly tackle the target group of young people (with refugee backgrounds) are based on the principles and different tools of non-formal education.

The association's projects are mainly funded through European/International funding programs Erasmus+, UNHCR, European Youth Initiative Fund) but as well through important German foundations, such as Aktion Mensch.

Ø CET Platform Italy

CET Platform Italy is the Italian branch of the international CET network.
We strongly support the dissemination of European culture, citizenship and values at local, national and international level.

Our mission is to improve the level of competences and skills of young people and youth workers, as well as to foster intercultural learning, active citizenship and social inclusion through non formal education principles and methodologies.

Our vision is to empower youngsters to shape the world they live and work in, enhancing creativity innovation and entrepreneurship. We want to help young people and youth workers in their personal and professional growth to contribute to the sustainable development of European society.

To achieve its mission and vision, some of CET Platform Italy's main objectives and areas of work are:

- Strengthening of civic, social and democratic participation at local, national and international level

- Promotion of intercultural dialogue and social inclusion in the society
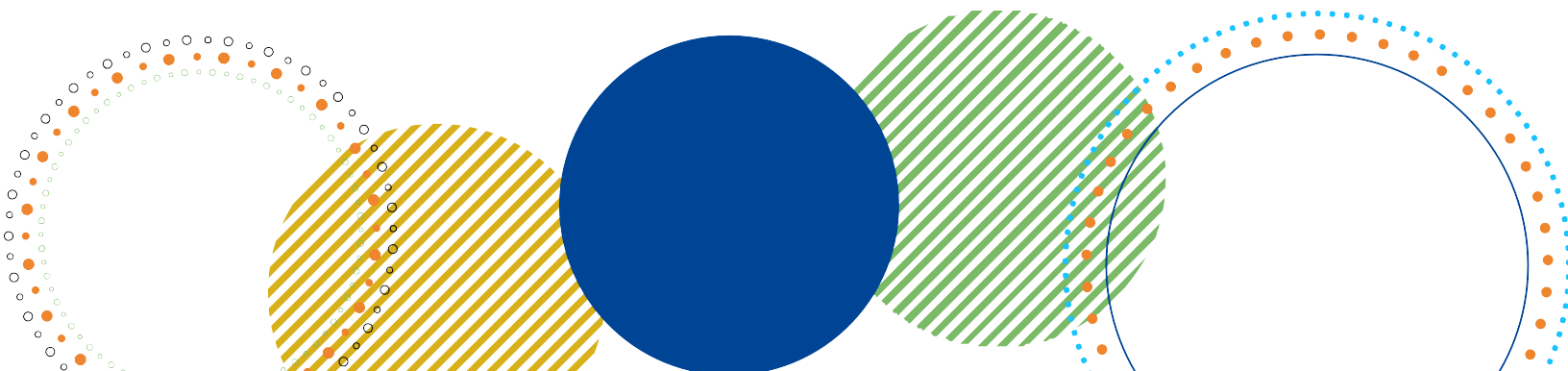
- Fostering interethnic and interreligious integration spreading the principles of tolerance, justice solidarity and equality

- Promotion of tools for the recognition of the competences and qualifications of young people and youth workers at international level

- Support social commitment and volunteering to stimulate the public to produce a tangible impact in the society

- Encourage healthy lifestyle, recreational and sport activities, respect for the environment and for the cultures of each local community

- Development of capacity building and international relations and cooperation

- Provide effective tools and methods for the involvement in the society of youngsters, students, volunteers, educational staff, members of civil society and youth workers

CET Platform Italy was founded in 2016 by experienced youth workers. Its members have graduated in the field of international studies and business economics and they are well experienced in Youth Projects from EU programmes for international mobility of individuals. Programmes like Erasmus+, that includes actions for youth mobility and a strong intercultural dimension, are the main fields of our activities.

We focus on spreading European culture and opportunities deriving from EU programmes, as well as on raising local, national and international relations and cooperation to increase the quality of youth projects, sharing experiences and best practices.

We work in network with other local and international organizations to promote active and aware citizenship, non-formal methodologies and intercultural learning.

Some of our activities include:

- Consultancy: support and assistance in the field of non-formal education and project planning and writing
- Organization of cultural events: round tables, seminars, open discussions, workshops, exhibitions, accessible to the public, also with the possible participation of political delegations according to the specific objectives
- Information about local, national and international political agenda and about programmes and specific activities for international mobility, e.g. youth exchanges, training courses, seminars, conferences
- Promotion of different initiatives to raise awareness among the public about fundamental human rights and non-discriminatory principles, solidarity and civic participation, with a particular focus as concerning the rights of people with fewer opportunities due to psycho-physical, economic, geographical, cultural and social obstacles
- Administration and education: project cycle management, reporting and accounting, facilitation and training, also for third parties, of projects related to the aims of our association, with specific focus on international mobility projects within EU funding programmes
- Creation, retention and development of international relations and cooperation for the exchange of best practices, with a specific focus on education, training and youth

As Ngo, in our first 4 years of activity, we've been involved in many Erasmus+ projects as partners (KA1 and KA2), both within CET Platform network and in cooperation with other NGOs, sending more than 200 youngsters abroad, and we implemented, as applicant and hosting organization, different youth exchanges and training courses.

We have several contacts in our community with different welcome and social centres, also for unaccompanied minors, which provide assistance and support but also develops several initiatives involving migrants and refugees, with adult education institutions that provide learning and certification for them, as well as with anti-racist teams (football and basketball) that involve youngsters in sport and physical activities.

Finally, we cooperate also with the Regional Youth Forum and the newly established Youth Forum of our city, which can guarantee a more institutional and impactful communication with public bodies, but also create a connection with more young people.

WHO ARE THESE GUIDELINES FOR?

Consistently with the logic of European Commission and Erasmus+ programme, of which this output is a result, these Guidelines present examples and descriptions of activities that can be used to develop different educational programmes in the youth field, mostly as concerning the work with young migrants and refugees, as well as other disadvantaged groups.

The guidelines include practical information on different methods, tools and techniques that could be used for storytelling to create impact on big audiences. It is a very powerful tool which can be efficiently used in youth work, especially for transferring messages and creating a positive change in people's attitudes.
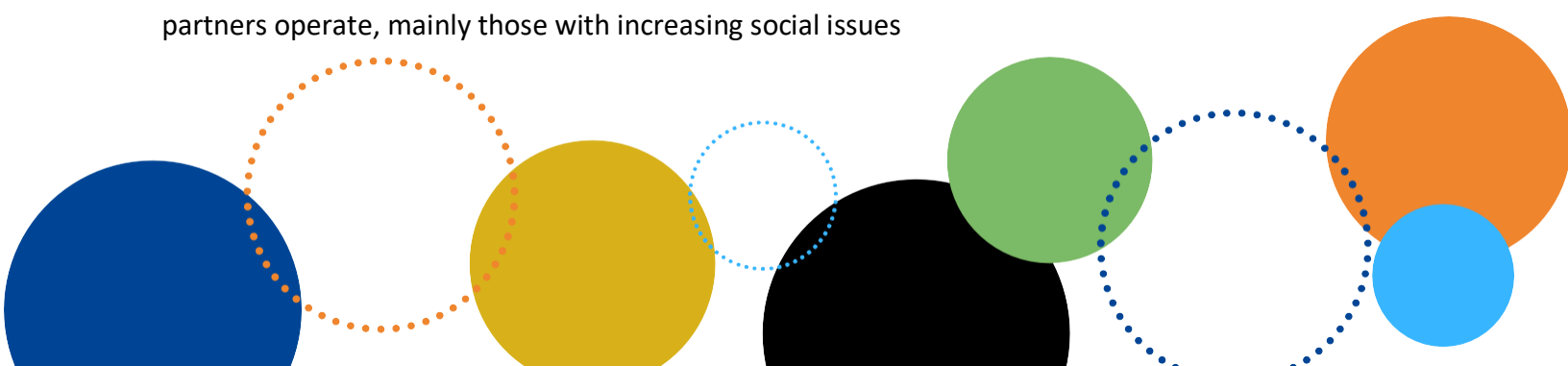An important aspect of the guidelines will also be to give hints and ways to engage celebrities and opinion leaders - reasons to do it, strategies, how to use these messages for advocacy, what kind of celebrities to work with and how.

The main characteristic of this intellectual output is represented by the combination of different activities and approaches related to storytelling, sharing powerful messages for social inclusion, advocating for the rights of the minorities and the most disadvantaged; to acquire and improve the right competences in this field is important, especially in a time when social media and communication have a great impact on society and public opinion, and where bringing attention around social issues, such as migration, becomes crucial to develop inclusive societies.

Therefore, this document is mainly addressed to:

- participating organisations: meaning those organisations, NGOs, associations, foundations, institutions and bodies organising activities supported by the Erasmus+ Programme and/or developing non-formal education activities
- practitioners: meaning trainers, youth workers, but also professors, teachers and all the professionals working in the field of education, training and youth

Other parties who could find these guidelines particularly useful are:

- stakeholders: meaning all the authorities and entities interested in the work of the partner organizations and involved at different levels in youth and social fields

- local communities: meaning the actors from the regions, cities, environments and areas where the partners operate, mainly those with increasing social issues

The guidelines are nevertheless freely available to anybody who would like to increase their knowledge (and also practice) about NFE activities and storytelling methodology, such as:

- participants: meaning students, trainees, apprentices, young people, volunteers, and all those individuals involved in activities organised by organisations in the youth field

- general public: meaning every individual who could be interested in the topics and activities

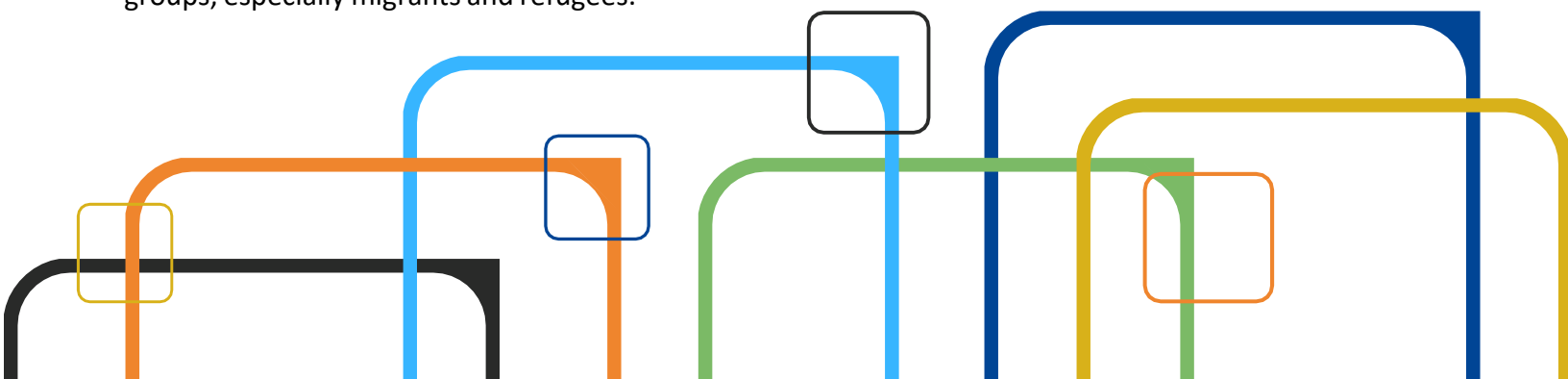- covered, whether for educational of informational purpose only

WHY IS THIS RESOURCE NEEDED?

As a result of the context analysis carried out from all the partners' realities for the development of the KA2 project "Short Stories – Big Changes", we noticed important criticalities that we believe these guidelines could contribute to tackle. One important aspect regards the misinformation and lack of awareness about the real causes and reasons of migration; this often brings to intolerance towards migrants and refugees in several situations, eventually causing social exclusion, racism and discrimination, together with the general idea that migrants and refugees are only a burden to their hosting communities.

Following a vicious circle, this results in lack of opportunities that migrants and refugees suffer when trying to contribute to the wealth of the hosting communities, also because of the shortage of methodologies to empower them to use their potential for the benefit of such communities.
Therefore, we believe that nowadays the issues associated with migration and refugee crises can't be solved solely by spreading awareness and tolerance alone; those are certainly first crucial steps, but they need to be supported by concrete guided actions, to be taken in cooperation with individuals and organizations who currently work or that are looking forward to working with migrants or refugees in their communities.

Far from the claim of representing a thorough publication on the subject, the present guidelines are an attempt to systematize some useful non-formal education resources and activities to use in the field of social inclusion and human rights education, as concerning the work with minority and disadvantaged groups, especially migrants and refugees.

The guidelines, drafted with the participation of trainers, consultants and experts in the field of youth work and non-formal education, aim at collecting elements, methods, tools and techniques for the correct use of storytelling and public speaking, formulating powerful messages when addressing social issues in order to advocate for different social causes. An important part, in this regard, is related to engage celebrities in the process, voicing strong communication through them in order to reach out to larger audiences and create a higher impact.

The guidelines will therefore include practical information and activities for youth workers on the methodologies that could be used to impact on different audiences, and there will also be information on how these messages and stories can be transformed into the form of a video, to expand the outreach of such messages through internet, thanks to social media and other digital and online websites and platforms.

The guidelines will also be piloted at the international training that constitutes a relevant part of the KA2 project "Short Stories – Big Changes", in order to evaluate their effectiveness, receive feedbacks and improve the overall quality of the output, trying to answer in the best possible way to the needs of the youth workers in this field and encourage others to make use of this publication.

The guidelines will be promoted during local events in all the partner Countries, involving the local communities and other organizations, youth workers and stakeholders which could contribute to further promote this output within their networks and use it in their activities.

Based on the above considerations, the objectives of the present guidelines can be summarized as follow:

- To develop a methodology for youth workers in the field of social inclusion using storytelling activities and techniques

- To provide youth workers with knowledge, skills and competences in the field of social inclusion and civic engagement, working especially with young migrants and refugees through innovative methods

- To build the capacities of youth organizations and their members to work in the field of international youth projects and engaging disadvantaged and minority youth groups

- To empower migrants and refugees to share their stories and be active members of their local communities, giving them visibility and recognition

- To give hints and ways to engage celebrities (opinion leaders, influencers, policy makers, artists, etc.) and people who have the capacity to voice a powerful communication in order to spread positive messages related to the integration of migrants and refugees

- To involve the local communities and relevant stakeholders in each partner Country for the promotion of tolerance, understanding and appreciation of diversity, to contribute to a positive change in attitudes and behaviours towards disadvantaged groups, especially young migrants and refugees

- To create possible partnerships and synergies between different organizations, institutions, practitioners and professionals in the youth field

- To provide a strategic approach for ensuring sustainability of the KA2 project "Short Stories – Big Changes" far beyond its duration, capitalizing on its outputs and results to create more impact and bring to other projects, activities and initiatives also after its completion

All contact details at the end of these guidelines

All dates are yet to be confirmed because of the COVID-19 pandemic

Part 1: Key Concepts

Intercultural Dialogue

"Intercultural dialogue is an open and respectful exchange of views between individuals and groups belonging to different cultures that leads to a deeper understanding of the other's global perception" (1), stated the Council of Europe.

Integration

Integration is one of a constellation of "social" terms that is being used widely in contemporary policy development to describe concepts whose aim (as stated by the Copenhagen Declaration and Programme of Action) is to foster societies that are stable, safe, just and tolerant, and respect diversity, equality of opportunity and participation of all people. Other terms that often invoked in support of this goal are "social inclusion", "social cohesion" and "social capital". All of these are contested terms, which often results in fruitless debate about what is meant when the terms are used. More seriously for policy makers, they are also notoriously difficult concepts to measure and operationalize, which is a distinct disadvantage in the current context of "evidence-based policy making". (2)

Inclusion

As said by Global Diversity Practice, inclusion is an organisational effort and practices in which different groups or individuals having different backgrounds are culturally and socially accepted and welcomed, and equally treated. These differences could be self-evident, such as national origin, age, race and ethnicity, religion/belief, gender, marital status and socioeconomic status or they could be more inherent, such as educational background, training, sector experience, organisational tenure, even personality, such as introverts and extroverts.

Inclusion is a sense of belonging. Inclusive cultures make people feel respected and valued for who they are as an individual or group. People feel a level of supportive energy and commitment from others so that they can do their best at work. Inclusion often means a shift in an organisation's mind-set and culture that has visible effects, such as participation in meetings, how offices are physically organised or access to particular facilities or information. (3)

(1) 2010. *New Strategy And Council Of Europe Action Plan For Social Cohesion*. [PDF] Available at: <https://www.coe.int/t/dg3/socialpolicies/socialcohesiondev/source/ 2010Strategy_ActionPlan_SocialCohesion.pdf> [Accessed 29 October 2020].
(2)Cohesionsociale.wallonie.be. n.d. La Cohésion Sociale : Définitions | Portail De La Cohésion Sociale.
[online] Available at: <http://cohesionsociale.wallonie.be/content/definitions-cohesion-sociale> [Accessed 29 October 2020].
(3) UNHCR. n.d. What Is A Refugee?. [online] Available at: <https://www.unhcr.org/what-is-a-refugee.html>
[Accessed 29 October 2020].

Social Cohesion

According to the Council of Europe, social cohesion is defined as *"the capacity of a society to ensure the well-being of all its members, minimising disparities and avoiding marginalisation, to manage differences and divisions, and to provide itself with the means to ensure the social protection of all its members"(4)*. Unlike social inclusion, social cohesion is not confined to specialized policies and actions, it induces a broader civic and societal responsibility and involves all stakeholders (5).

The purpose of social cohesion is to ensure the well being of everyone in the society. It conducts to a balanced society where people can reach their full potential. Social cohesion does not settle naturally, it must be built and maintained, it is based on integration and regulation processes.
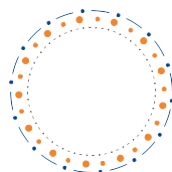
It is important to define this concept because it is closely linked to immigration. Immigration will influence social cohesion within a given society. Successful integration of migrants is a prerequisite for social cohesion.

Solidarity

Solidarity is the relationship between people who are aware of a community of interests, which entails a moral obligation on the part of one element of the group not to serve others and to assist them. A distinction is made between de facto solidarity (passive, where common interests impose themselves) and choice solidarity (active, resulting from membership). Cooperation (focused on consultation and achievement) is a form and manifestation of solidarity (focused on attitudes), but should not be confused with it. One can feel solidarity with the victims of a disaster without necessarily cooperating with them (6).

Vulnerable, Marginalised groups

A vulnerable population is defined as a group of individuals whose capacity to be and act is clearly affected by the manifestation of a phenomenon or process (environmental, political, economic, social or health) that has already been identified and understood as a limiting factor in human life.

(4) Kosovo.iom.int. n.d. *Key Migration Terms | International Organization For Migration*. [online] Available at: <https://kosovo.iom.int/key-migration-terms> [Accessed 29 October 2020].
(5)Csrdn.qc.ca. n.d. *Fiche De Concept*. [online] Available at: <http://csrdn.qc.ca/discas/IntegrationConcepts/FichesConcepts/Solidarite.html> [Accessed 29 October 2020].
(6)The concept of intercultural dialogue, Available at: https://www.coe.int/t/dg4/intercultural/concept_EN.asp#:~:text=%E2%80%9CIntercultural%20dialogue%20is%20an%20open,of%20the%20other's%20global%20perception.%E2%80%9D

Marginalised groups of people are alienated from the society in which they live. It is a social phenomenon, a form of social exclusion, that cloisters a person or a group of people that present differences or lacks deemed invalidating.

Here is a sample of the most common marginalized groups:
- GLBT
- Senior citizens
- Racial/Cultural minorities
- Military Combat Veterans
- Persons of below average intelligence
- Hearing, visually, and Physically Challenged Persons
- Persons with a serious and Persistent Mental Illness (SPMI)
- Persons with Cognitive Impairments
- Gamblers and Substance Abusers
- Autism Spectrum Persons
- Gifted and Talented Persons
- Persons with disfigurements
- Persons Living in Poverty
- Sex Offenders
- The Homeless

- Felons

There are a lot of people in this case but they are kind of invisible except when they cause problems or trouble the lifestyles of the mainstream persons.

Refugees

In international law, the term *"refugee"* is used to refer to a person who, if returned to his or her country, has a *"well-founded fear of persecution for reasons of race, religion, nationality, membership of a particular group or political opinion"(7).*

To be recognized as a refugee often requires filing an individual application for asylum with a state.

Migrants

There is no legal definition of the concept of migrant. Nevertheless, the United Nations defines it as *"any person who has resided in a foreign country for more than one year, regardless of the causes, voluntary or involuntary, of the movement, and regardless of the means, regular or irregular, used to migrate"8.*

7 Promoting Social Integration – A Brief Examination of Concepts and Issues, Prepared by M. Sharon Jeannotte for Experts Group Meeting July 8-10, 2008 Helsinki, Finland [PDF], Available at: https://www.un.org/esa/socdev/social/meetings/egm6_social_integration/documents/ Jeannotte_Concepts.pdf
8Global Diversity Practice- What is diversity and inclusion? Available at: https://globaldiversitypractice.com/what-is-diversity-inclusion/

In this part, you will find sample training modules that introduce key concepts and offer suggestions on participatory activities that you can use in your work with educators, teachers, youth workers and activists who would like to build their skills in the field of storytelling and integration of vulnerable groups, such as young refugees and migrants. You will also find a sample training agenda for a 5 working days training for youth workers. All the activities are set out in a clear step-by-step way and presented in a logical order. They contain instructions for the facilitators, information on the materials needed, the estimated duration of the session, its objectives and additional tips.
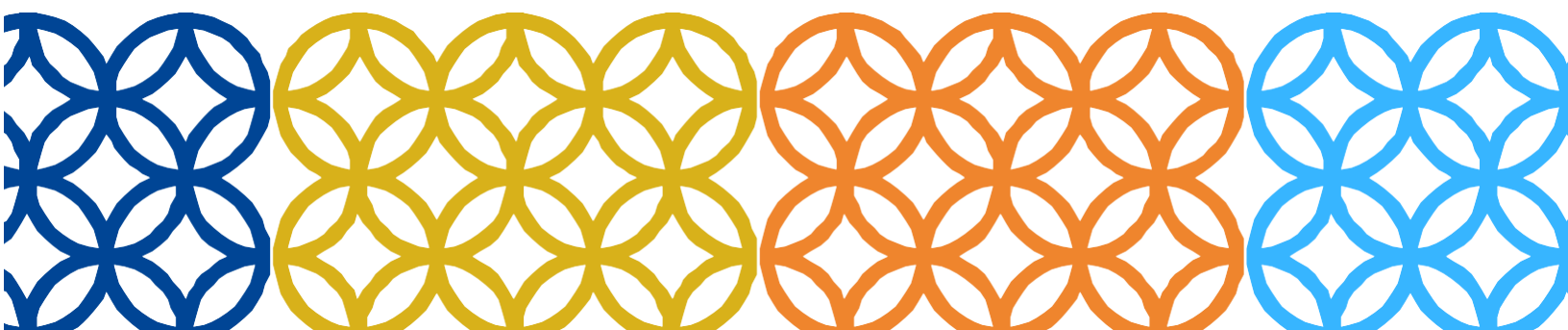
The activities are designed to suit non-formal education programmes that use participatory learning methodologies. The instructions given are only offered as a guide and an experienced trainer should feel free to select, adapt or combine the suggested activities to what best suits the training context and needs of participants.

As usual in this type of trainings, the agenda and the chronological order of the sessions follows a certain logic and structure, related to the group dynamics and non-formal educational approaches and principles. The starting exercises are introductory ones, aiming at creating a comfortable atmosphere and safe space for participants, giving them the opportunity to get to know each other, starting with the names and preparing for some more in-depth insight about each other later on.

After this introduction, the trainer can go through the agenda and explain the flow of the sessions, so that participants are acquainted with what will happen throughout the next days.

The participants should also have the opportunity to express their concerns and expectations from the training, as well as the possible contributions from their side. For this reason, in these guidelines you can find a sample exercise to facilitate this process.

The next step is creating a common understanding of the group of how the flow of the training should go, what are the behaviors and attitudes that must be complied with or avoided throughout the duration of the training, in order to ensure an effective learning process and exchange of ideas, as well as a comfortable environment for everyone.

Some team-building exercises follow, in order to strengthen the cooperation between the participants and to contribute to the group dynamics, so that in the next training days they can work together on the topic of the activity.
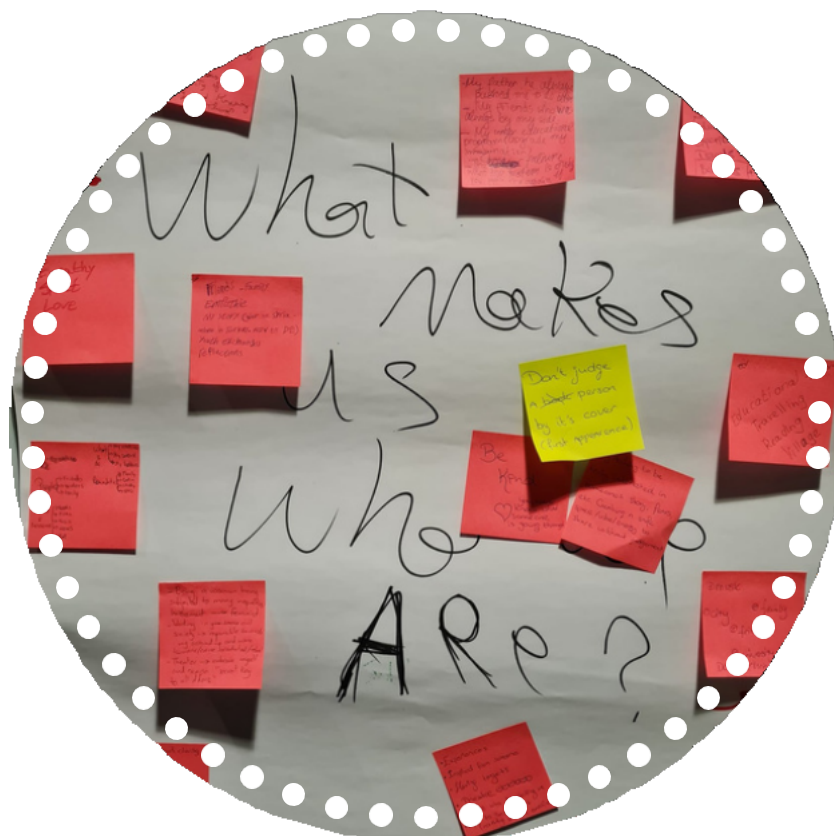
After this initial set of sessions, the participants are ready to start working on the topic itself, getting to know new methods and approaches related to storytelling, advocacy, fostering solidarity and social cohesion. Trainers can select from the sample activities that are provided in the current guidelines and use them depending on the group's profile, experience and specific learning needs.

What is storytelling and why we will use it?

Since our main methodology for these guidelines is related to storytelling, we need to clarify this concept as well.

Storytelling is an art form, which is why it is also called "The Art of Telling Stories". Storytelling as such is as old as language itself. Human beings are designed to live by telling and listening to stories. From the earliest beginnings of history, our understanding of the world around us has been passed on through stories. The experience of sharing stories with others bonds and unites communities and cultures. A statement by the National Storytelling Network defines storytelling as an ancient art form and a valuable form of human expression.

Storytelling involves an interaction between the storyteller and one or more listeners. The reactions of the listener(s) influences and shapes the telling of the story. In fact, storytelling emerges from the narrative path (the story itself) and the interaction and the dialogue. It represents a coordinated effort of the teller and the audience.
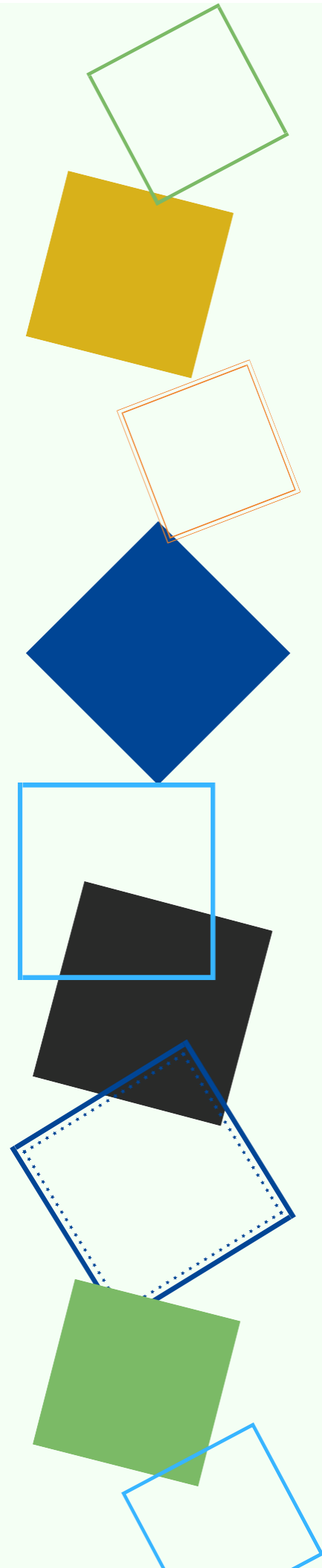
Storytelling has also been elaborated and transformed into a powerful and valuable method of non-formal education which is used by educators, teachers and youth workers. The method has three main elements: the Story, the Storyteller and the Audience. When talking about the Story, one can notice that we have many types of stories: for example personal stories, well-known stories and unwritten stories, the ones that are created on the spot, etc. Storytelling has no age limit, with regards to both Storyteller and the Audience.

When we speak about a good Storyteller, we do not refer only to their artistry, to the skills that can be developed with time, but also to the relationship created with the Audience. Storytelling represents a safe and inspiring environment for those who take part, a place where they can reflect, discover, communicate, find solutions, get involved – all of this depending on how open they are willing to be. The communication between these three elements is what maintains a storytelling session, by giving power to both the people and messages involved.

Storytelling in education is used among others to create awareness, foster understanding, invite for reflection and discussion, spark curiosity, establish identity. In other words it is a lot about values, feelings, beliefs and concepts.

In the current guidelines we will explore how storytelling can be used for promoting and fostering solidarity and conveying powerful messages to diverse audiences. We are aiming to work on promoting the successful integration of refugees through this methodology but it can be used as a basis for a training of youth workers in the field of empowering and integrating marginalized groups in general, so it can be adapted to different contexts and needs of the trainees.

Part 2: Training Modules and Activities

Sample agenda for 5-days training

Name games

Who are we? Round of introductions (Exercise)

1. ID Numbers

Resources:
- ❖ *Index cards*
- ❖ *Pens/markers*
- ❖ *Sticky tape/pins*

Instructions:

- ❖ *Distribute a blank index card and a pen to each person.*

- ❖ *Instruct everyone to write their first name in the top half of the card.*

- ❖ *In the bottom half, ask each person to write a series of numbers and letters which represent a set of interesting facts about themselves.*

- ❖ *For example, 1964-14Y-1K could represent a person born in 1964, married for 14 years and has one child (kid.)*

- ❖ *Encourage people to focus on interesting aspects of their life and experiences.*

- ❖ *When ready, pin the name-tags on each person's clothing.*

- ❖ *Invite everyone to mix and mingle to engage in a series of conversations about their name-tags with as many people as possible   .*

How to play narrative:

- *To start, distribute a blank index card and a pen to each person in your group. Obviously, you need at least one writing instrument per person, but if you can, invite your group to share a big bucket of coloured pens and markers to add a little interest.*

- *Instruct each person to write their name in the top half or section of the card, in big letters. Then, directly below, write a series of numbers and letters which provide a set of cryptic clues which represent an interesting personal insight, an 'id number' so to speak.*

- *For example, I could write the following:*
  MARK
  1964-14Y-1K-24C-4MV

- *This set of 'id numbers' means I was born in 1964, I've been married for 14 years, I have one child, have visited 24 countries and I've owned 4 motor vehicles.*

- *Encourage people to consider interesting or engaging aspects of their life. All of the clues are cryptic and remain unknown to most observers, but if these numbers and letters reveal something interesting, stronger bonds will form between people which is never a bad thing.*

- *Once everyone has created their numerical name-tags, pin them to their clothing, or simply hold them facing forward so others can see the clues. Then, invite people to mix and mingle and engage in a series of conversations with others to discover what all of the clues mean.*

- *Typically, you ask each person to meet with at least 5 or 6 people over the course of 5 to 10 minutes, but that depends on the energy of the group.*

Practical Leadership Tips

Clearly, Challenge by Choice rules here. People should only list numbers and letters about themselves that reflects information they are prepared to share with others.

Encourage the writing of one's name (especially first names) using big letters. The propensity for conferences to issue name-tags featuring a person's name in small letters is counter-productive. The bigger the name, the easier it is to read, and the more likely the willingness to approach someone they don't know to say hello.

For security purposes, remind people not to share their (real) personal ID numbers such as social security, tax and bank information.

Reflection tips and strategies:

Coupled with one or more reflection strategies, here are some sample questions the leader could use to process the group's experience after playing this ice-breaking name-game:

- *Was there a particular element or theme which featured frequently on people's name-tags? What was it?*
- *How easy was it to decipher the numbers and letters? Did you get better at it with practice?*
- *Did you learn something new?*
- *What surprised you in this exercise? Why? (9)*

2. Making Connections

Step-by-Step Instructions:

- *Gather your group in a large open space.*
- *Ultimate objective is to create one large circle in which every person is physically linked with two others.*
- *Ask one volunteer to stand with one hand on their hip, and then share one or more statements about themselves to the group.*
- *When someone from the rest of the group hears a statement that they have in common with the first volunteer, they are invited to link elbows with them.*
- *This second person then shares something about themselves to the larger group, to attract a new person to link elbows with them, and so on.*
- *This process of sharing and linking continues one one by one.*
- *To complete the circle, invite the last person to join the long chain of connections to share something about themselves to link with the very first volunteer.*

How to play narrative:

Having gathered your group, explain that their ultimate objective is to create one large circle in which every person is physically linked with two others, left and right of them.

However, the primary focus of this connection ice breaker game will be on a very different form of connection.

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(9) Playmeo- ID Numbers [online] Available at: https://www.playmeo.com/activities/ice-breakers-get-to-know-you-games/id-numbers/

Kick off by asking one person to volunteer by standing with one of his or her hands on their hip, to form the look of a tea-cup handle.

Invite this first brave soul to share one or more statements about themselves which others in the group may (or may not) know. For example, a special prize they may have once earned, a particular travel destination they have visited, or a favourite book, movie or song of theirs.

Encourage the rest of your group to listen carefully, and when someone hears a statement that they have in common, they are invited to link elbows (left elbow to right elbow, to allow people to face the same direction) with the first volunteer.

Next, this second person will share something about themselves to the larger group, and the process repeats itself with a third person linking arms with the second person because they share something in common, and so on.

Continue play until every member of the group has formed a common 'link' with another person.
Note, the last person to link to the very long chain of connections will be invited to share one or more statements about themselves which the very first volunteer will necessarily share in common, enabling these two people to link.

One large connected circle has now been formed, and the game finishes.

Practical Leadership Tips:

At any time you ask people to share, make it very clear that people have choices. They get to choose what and how much of anything they share about themselves. This exercise, indeed, any experience which intends to 'break the ice' among groups of people, must be wholly non-threatening.

Encourage people to share something about themselves that is not visually apparent such as clothes or physical features. However, for some groups this may be okay.

The statements shared need to be true of that person's experience. Therefore, statements such as "I HAVE NEVER WALKED ON THE MOON" while true, do not describe a person so much as it describes who they are not.

Sometimes, if your group is a little more reserved, the leader may need to be the first volunteer, to provide an example of how the linking in common works.

Reflection tips and strategies:

Coupled with one or more reflection strategies, here are some sample questions the leader could use to process the group's experience after playing this fun ice-breaker game:

- *What new things did you learn about other members of your group in this exercise?*
- *Were you nervous for it to be your turn? Why?*
- *How did creativity come into play in this activity? What's an example? (10)*

What do we expect out of the training course?

Objectives: getting to know the expectations and concerns of the participants, to create the 'culture' of the group by introducing certain values to be followed during the training.

Activity_1: every participant will receive two sticky notes that will be used to put out expectations on one and concerns on the other one. Participants should not disclose the information that they have put on the paper but they just need to stick them on the flip-chart that should be prepared beforehand. After this is done and after everyone's participation, the flip-chart should be quickly viewed and shared with everyone but it needs to stay in the training room during the whole training course to make sure that everyone is available to add/drop more information.

Activity_2: A Mentimeter link is shared on the screen and everyone will have the opportunity to put out words or phrases that will describe the ''culture'' of the group: rules, needs, feelings, etc. Every participant will be able to contribute to the list with their phones by typing words which will furthermore be demonstrated on the main screen through a 'WordCloud' which at the end will serve as the 'Culture' of the group.

Team building (Exercise)

Game n°1: Ice breaker bingo

Overview: This game allows participants to get to know each other and communicate about their life and personality while having fun.

Complexity: easy

Groupe size: no more than 30 people. In case you have a larger group you can divide participants in small teams of equal sizes.

Groupe size: no more than 30 people. In case you have a larger group you can divide participants in small teams of equal sizes.

Time : 30-45min

Objectives: participants will be able to:
-Interact with each other without feeling any pressure
-Break the ice to get to know each other
-Build positive relationships

Methods: interactive game, discussion

Materials :
-Bingo card for each participants
-Pencils

Room setup: open space for game

How to set up :

1. create bingo questions

The questions will differ if you know the participants well enough or not. If not, create general questions such as "has blue eyes". If you know the participants well enough, create a list of 25 interesting things that describe different aspects of the people you are dealing with.
The harder the questions, the longer the game will last.

2. Make a people bingo card

You can create your own, print an existing template from the internet or customize them on a dedicated website.

Instructions :
1. Give each participant a bingo card
2. The group has 30minutes to mingle with each other. By speaking together and
3. introducing themselves they will discover who match the traits on the bingo card. Once they have found the person corresponding to the trait, they have to write the person's name in the box or ask for the signature of the person in the appropriate square.
4. The clock continues to tick until the first person to fill five bowes across or down yells "Bingo"

Tips :

- If you want the game to last longer you could have multiple opportunities to win.

For example, the first person to get a full horizontal line of words, the first to get a vertical line and then the first to get a full house.

- To make the game more exciting and motivating, have a prize (or prizes, if playing the longer game) ready to give the winners.

Reflecting part:

At the end of the game, ask participants to introduce themselves and to share an interesting trait they learned about someone else.

Also, you can ask them to share how they feel now since they know their peers a little bit better.

Link of the source: https://www.quizbreaker.com/icebreaker-bingo

Game n°2: picture pieces game

Overview: This problem solving activity will teach participants how to work in a team and it demonstrates divisionalized 'departmental' working, which is the understanding that each person working on their own part contributes to an overall group result.

Complexity: moderate

Group size: 6 up to 50

Time: 30min

Objectives: Participants will be able to :

- Solve problem together
- Create team unity.

Methods: game, reproduction

Materials:

- two pieces of paper with a well-known image on it one for showing the final picture, one for cutting up into equal pieces,
- blank sheets of paper for every person, pens.

Room setup: open space for game

Instructions:

- Choose a well-known picture or cartoon that is full of detail. (see next page)
- Cut the picture into as many equal squares as there are participants in the activity.
- Each participant should be given a piece of the image, a pencil/pen, and a piece of copy paper,
- Instruct them to create an exact copy of their piece of the puzzle big enough to fill the piece of copy paper they've been given
- When all the participants have completed their enlargements, ask them to assemble their pieces into a giant copy of the original picture on a table.

Reflecting part:
- What was challenging?
- What worked?
- How did you feel in the beginning as you drew your individual part?
- How did you feel as you were putting it together?
- What does this teach you about teamwork?
- What did this teach you about communication?
- What does departmental working mean to you?
- Why is it important?
- What do you contribute to your team? What do your team members contribute?

Link: https://hr.lib.byu.edu/wp-content/uploads/2019/05/Picture-Pieces-Game.pdf

Game n°3: Road map game

Overview: participants will have to work and think together to establish the best plan they could regarding the instructions.

Complexity: moderate

Group size: 4 or more

Time: 30min

Objectives: for group members to work together to plan an event.

Methods: interactive game, discussion, planning

Materials:
- Paper
- Pens
- A map for each group (it can be of the state the participants are in, of the whole country, or of a specific area)`

Room setup: open space for game

Instructions:
- Divide the group into teams of two to eight
- Give each group a map
- Instruct them that they have to plan a vacation, working within the parameters you set for them
- Give each group a list of what they have for their trip (how much money, what kind of car, size of gas tank, mpg, price of gas, start or end destination, size of town they can find gas in, amount of time they have…)
- Give them paper and a pen or pencil for writing down their travel plans
- A group who runs out of money or gas will be disqualified

Tips:

- Give "awards" to the team that saw and did the most with what they had, or for the most exhausting trip, the most relaxing…

Reflecting part:
- Was this a fun task for your group? Why or why not?
- Did everyone give the same amount of input?
- Were any of your ideas rejected? If so, how did you feel? Did you stop giving ideas?
- What is the hardest part about group decision making?
- Would you want to go on the trip you planned?
- Would you want to go on a trip that another group planned?
- Are vacations usually fun or stressful for you? Why?

Link: https://www.teambuildingportal.com/games/road-map-game

Game n°4: willow in the wind

Overview: this game establishes and builds trust with each other in an open, fun environment. It's best suited for people who already know each other fairly well.

Complexity: easy

Group size: 5 to 12

Time: 20min

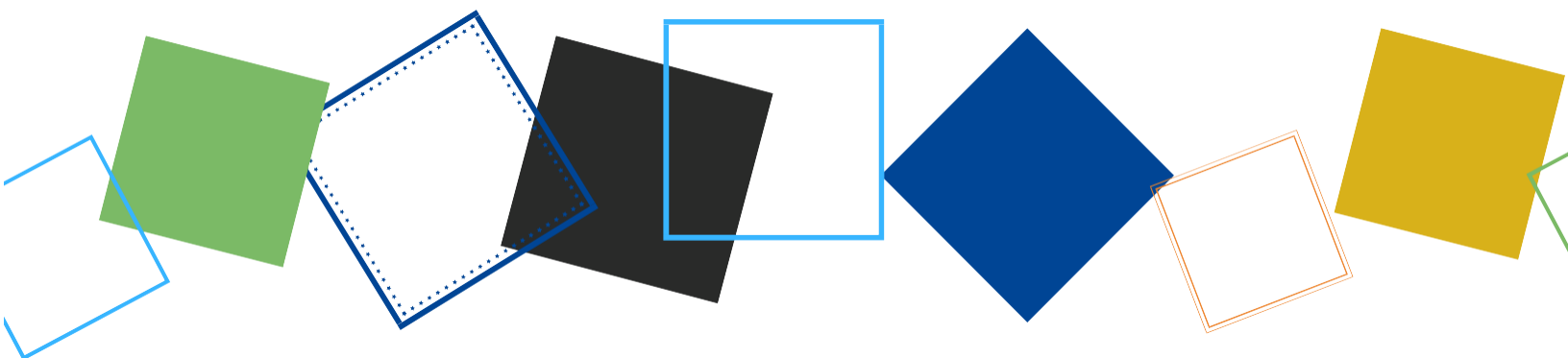**Objectives**: develop trust and improve teamwork through cooperation and support.

Methods:game with physical contacts

Materials: none

Room setup: Small, indoor or outdoors

Instructions:

- One participant must volunteer or be chosen to be the "willow" (various people can take turns being the willow);
- The willow have to stand in the middle of a group with their eyes closed, their feet together and body upright
- They will perform a serie of "trust leans" against the other participants, whose job is to hold up the willow and pass them around without allowing them to fall or feel scared as if they are going to fall
- Before starting, the instructor should discuss "spotting" techniques to all participants
- Whose are not the willow must have one foot in front of the other, have their arms outstretched, elbows locked, and fingers loose, as well as be ready and alert (it will ensure that they will successfully pass the willow around without any troubles).

Tips:

The focus of the review should be on how they felt during the exercise and whether they trusted the rest of the group to support them. Get them to individually rate out of 10 whether they felt supported by the group and discuss what they could do to support each other more. This will allow you to facilitate the review better and draw out the importance of trust and support when working with others.

Reflecting part:

- How did you feel when you were initially briefed on the exercise? Why did you feel this way?
- Do you feel you were taken out of your comfort zone during the exercise
- How did you feel when you were first passed around the circle?
- How important was it to support others in the team?
- -What is a risk? Do you feel you were at risk during the activity?
- Why did we do this exercise? How does this link to work you do everyday?
- Can you give an example of when you have gone into a situation blind and have had to rely on others to support and help you?

Links:

https://ventureteambuilding.co.uk/willow-in-the-wind/#.X6AZIy8it0s
https://www.huddle.com/blog/team-building-exercises/

COMMUNICATION SKILLS

Communication plays an essential role in promoting understanding, gaining clarity, resolving problems and making decisions in all of our relationships.

Communication is a process of interaction between two or more parties that is intended to transfer information or effect a change in an attitude, behaviour, or opinion. The more the message is clear, specific, understandable and the better the communication conditions, the more possibility there is for the message to be received as intended. Not all messages, however, are conducive to conflict transformation and peacebuilding. Therefore, it is important also to reflect on and be deliberate about the kinds of messages we send. Furthermore, we must also be mindful about how we receive messages from others and what we do with them.

It is important to remember that communication is a social practice that is learned in the context of culture, school and family and that is further shaped by individual personalities and life experiences.

Communication is also a skill that can be developed and improved through conscious practice. In this section, we present four communication strategies for resolving and transforming conflict: non-violent communication, negotiation, mediation and peace dialogues.
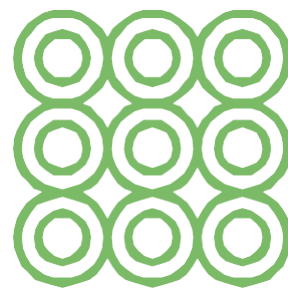
Non-Violent Communication[i]

Non-Violent Communication (NVC), developed by Marshall Rosenberg, is a communication tool that individuals can learn to use to resolve conflicts and identify solutions peacefully. It helps facilitate the flow of communication needed to exchange information and resolve differences. First, however, it is important to recognize that people often use language in everyday life that can be aggressive, judging or blaming, even without realising it. How often do we see people placing the fault and responsibility on others, making them feel guilty and defensive, shutting them down, rather than communicating in a way that permits an open sharing of feelings and needs, and that invites connection and collaboration?

Non-violent communication helps us to reflect on the language we use and to communicate better by connecting with the humanity of the person in front of us, while focusing on each person's values and needs. It encourages the use of language that increases goodwill and helps to avoid language that causes resentment or lowered self-esteem. It is based on the idea that all human beings have the capacity for compassion and only resort to violence or harmful behavior when they do not recognise more effective strategies for meeting their needs. Using the NVC approach thus helps avoid escalating a conflict situation into violence.

Non-violent communication requires two key skills:

- Using "I" messages: speaking from your own perspective, opinions, feelings and needs. Not pretending that you know what is happening inside the other person or why they acted like that. We do not know.
- Active and empathetic listening: being silent and listening deeply and carefully to the other person, connecting with their needs and not taking anything personally.

The four steps to communicating non-violently are as follows:[i]

Step	How
1. Observe without evaluating	Start by describing the action or the situation that is causing the problem. This should be a neutral statement: you simply state what you objectively see or hear from your perspective without introducing any judgement, evaluation, label or accusation. Example: "Yesterday the music was loud."
2. Express your feelings	In this step, you express your feelings. You take responsibility for them and do not blame others. Share with the other how you feel in that particular situation, which emotions or sensations you feel. Example: "I felt frustrated and stressed when the music was loud, as I could not fall asleep." *Do not use 'victim verbs' which are thoughts disguised as feelings that often contain blame, such as: (I feel) insulted, attacked, blamed, unappreciated, disrespected, ignored, or misunderstood.*
3. Connect feelings to needs	Now describe the hidden need behind the feelings you just expressed. That is, what you need in order to feel secure and fulfilled. Needs are distinct from strategies, blame or "should" thinking. Try to be honest and open as you express your needs. Entering into NVC is also an act of faith and vulnerability as you express your deep needs. Example: "I need to have at least eight hours of sleep to be able to function correctly at work. I am afraid of losing my job and failing in my family responsibilities."
4. Make requests not demands	The last step is to express your preferred outcome and to make a request. This means that you have to decide what you would like to happen, and what you would like your conflict partner to do. It is important to be as specific as possible and to try to come up with creative solutions. Requests are distinct from demands. They do not use fear, guilt, shame, manipulation or reward. They are concrete, specific, doable and affirmative. It is helpful to provide options, leaving the choice of solution open to the other person. Example: "Would you be willing to turn off the music from 10pm or listen with headphones?"

	Example: "Would you be willing to turn off the music from 10pm or listen with headphones?"

Activity 3.4:   Non-Violent Communication

Overview: This activity introduces the principles of non-violent communication (NVC) and gives participants an opportunity to practice using them.

Complexity: Level 3

Group size: 10+

Time: 60 min

Objectives: Participants are able to express their concerns and needs non-violently.

Methods: Game, Fishbowl Role-Play

Materials: Flipchart. Copies of NVC diagram above for each participant and/or summary of four steps on page 146.

Room setup: Open space for game

Instructions:

Ball Toss Game

1.   The participants stand in two opposite rows, 2 meters apart.
2.   The facilitator explains to the participants how to play the game:
   - The young person throws the ball to anyone from the opposite row.
   - The person who received it must throw it to another person in the opposite row.
   - Everyone in this game must receive and throw the ball.
3.   After the first ball has been tossed between the participants several times and they feel comfortable, the facilitator should throw a second ball into the mix and then a third ball, and so on until a large number of balls are being thrown between the two rows at the same time.

4. After completing the game, the facilitator discusses with the participants their impressions about this game, through the following questions:

- Did you encounter difficulties in receiving the balls?
- What are the reasons that led to these difficulties?
- How did it make you feel?

The facilitator explains that what happened in this game is very similar to the process of communication between people. Communication can become complicated, like this game, especially in moments of tension and conflict. The way people talk and listen to each other is like:
- The sender who sends the message (throwing the ball).
- The person receiving it (receives the ball).
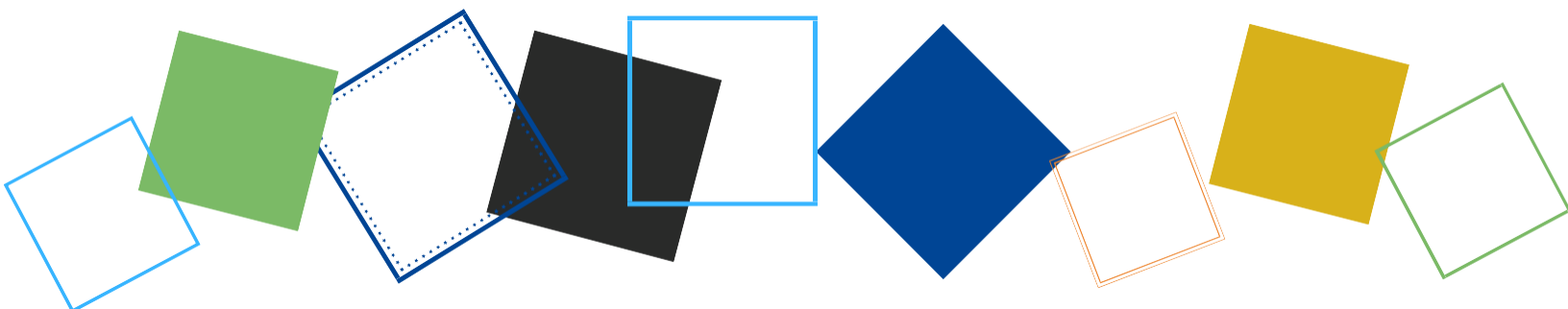- The message (The first ball, second ball, and third ball).

As in the game, we receive many messages at the same time, sometimes we face difficulties and external obstacles preventing the message from reaching its intended destination in an effective manner.

Non-Violent Communication – Role-Plays

1. Invite the group to sit together on the floor in a circle.
2. Invite the group to think about and share examples of a conflict interaction they have lived, including how they reacted at the time. Try to solicit several examples. Listen to and thank the individuals for sharing.
3. Tell the group they are going to role-play a couple of these scenarios using the method of non-violent communication.
4. Explain the four steps of non-violent communication. Summarize the four steps on a flipchart or provide a handout.
5. Choose three of the scenarios shared by the group and have volunteers role-play and discuss how they could have handled it differently using the 4 steps of NVC. Use different volunteers for each scenario.

Debriefing:
- Discuss the main challenges and added value of using NVC.
- Highlight that in most conflict situations, our needs and the needs of the other are very similar, while the strategies we and they use to fulfill those needs might be different.

- Acknowledge that, while we should try to use NVC, in case of direct violence, NVC might not be appropriate and you have to consider your safety and security first.
- Acknowledge also that a person might not always be in a position that allows them to ask for the needs of the others. Certain cultures may not allow such communication between a junior and senior, for example. But you can still connect with the humanity of the other and understand they have needs.
- The key is to find strategies that enable both parties to feel that their needs are being met.

KEY LEARNINGS FOR YOUR GROUP:

- Harsh words and demands are not effective for resolving problems with others.
- NVC is more effective at getting a "listening ear" because it is less accusatory, less aggressive than other common forms of conflict communication.
- NVC starts with an objective statement and moves to subject perceptions and needs. It remains courteous, clear and assertive.
- While we should try to use NVC, in case of direct violence, NVC might not be appropriate and you have to consider your safety and security first.
- Nevertheless, non-violent communication skills are essential to true dialogue and to finding and sustaining peaceful solutions to conflict.

My life line

My Leadership Foundation & Values

Supplies	Flip chart paper; Markers; Pens; print Exercise sheet 1 for all participants
Time Required	75 Minutes
Learning Objectives	Participants will be able to: 1. discover what we believe and govern our lives 2. be aware of the values we have 3. seek to understand them more 4. continuously review and evaluate them

Session Type	brainstorming, discussions, pairs work, exercise

Overview of Concepts and Content

It is vital that we recognize the values that govern our lives. These values that we believe in and live within, because they are part of our discovery of ourselves: Our lives are governed by a set of values that we act on automatically and daily without consent, until we lose the ability of listing them if someone asks us to, but it is very important to discover them and reconsider them always, because values change and we are affected by our experiences as we are on an ongoing learning journey.

What are values?

§ A goal we seek: It may be a goal we seek to achieve, if happiness is our goal, then happiness is a value to us.

§ An act we do: Value is also achieved with the actions we do and practice, if we practice honesty, then honesty is a value.

§ A sense we feel: Value can be a sense we feel, like our sense of beauty in something, so then beauty is a value to us.

Values are the beliefs, ideas, and principles that the individual appreciates most and believes in and determines the course of his life, and they are different from one person to another.

How can we discover our values in life?

To discover what values we believe in:

- Things you support or reject
- Things you believe in and ready to defend
- Things that guide your behavior and determine the course of your life

Questions to learn more about our values:

What is the source of our values? (Family, Religion, Society, Friends, Media)

Is there value that you believe in, even if it is against the community or family? Have you researched the reason for this difference? Have you listened to other views? You got to configure your own point of view)

Why Identify and Establish Your Values?

Your values are made up of everything that has happened to you in your life and include influences from: your parents and family, your religious affiliation, your friends and peers, your education, your reading, and more.

Examples of Values

ambition, competency, individuality, equality, integrity, service, responsibility, accuracy, respect, dedication, diversity, improvement, enjoyment/fun, loyalty, credibility, honesty, innovativeness, teamwork, excellence, accountability, empowerment, quality, efficiency, dignity, collaboration, stewardship, empathy, accomplishment, courage, wisdom, independence, security, challenge, influence, learning, compassion, friendliness, discipline/order, generosity, persistency, optimism, dependability, flexibility...

My Leadership Foundation & Defense Mechanisms

Public Narrative
Engagement of celebrities
Reflection

Storytelling

Introductory Storytelling Exercise

As an introduction to the storytelling part of the training, you can show the participants a short video from the "Game of Thrones" finale - the speech of Thirion Lanister about the power of a story - you can find the whole speech here: https://www.youtube.com/watch?v=VJFxBpVIsYQ&t=254s, and you can play it from 2:50 min. There the famous character from the series that became so popular in the past few years says:

"What unites people? Armies? Gold? Flags?
No. It's stories.
There's nothing in the world more powerful than a good story. Nothing can stop it. No enemy can defeat it. And who has a better story than Bran the Broken? The boy who fell from a high tower and lived...

He's our memory. The keeper of all our stories. The wars, weddings, births, massacres, famines, our triumphs, our defeats, our past. Who better to lead us into the future?"

You can discuss these words shortly with the participants, and as an additional resource you can check the "Forbes" article based on Thirion's speech: The Best Speech In The 'Game Of Thrones' Finale And Why It Matters To Today's Leaders. In this way you can connect storytelling with society's needs and with leadership: "We are a storytelling species. We think in story, talk in story, and admire those who keep and spread our stories".

Activity 1 - Create Your Story

Time Required	60 minutes (depending on the group size, this would be the estimated time for 20 participants divided in groups of 5 people)
Supplies	Multimedia projector
Learning Objectives	Participants will be able to: 1. Explore how personal stories can have a huge impact on a vast group of people 2. Understand the importance of words and of creating powerful messages to achieve the desired impact 3. Identify and experiment with their own ways of conveying messages
Session Type	Video watching, discussion, creative workshop (encouraged use of theater techniques and other creative approaches)

At the beginning of the session you can have a short introduction about storytelling (you can use the introductory exercise above), and have a short discussion with the participants on the power of stories. After that, you can use the following two videos: "The Power of Words" and "Water for Africa: the Marathon Walker". Watch them in advance, be prepared for the emotional impact that they might have on the participants. Allow them to embrace their emotions and to share them after watching, discuss how they felt and what impressed them about the messages shared and the way in which the stories were presented.

After the videos and the discussion, divide the participants in groups of 4-5 people. Ask them to prepare for about 20 min. a message that they want to share with the audience and to present it afterwards for 5-10 min. to the rest of the group. The message can be related to any cause that they feel relevant, any social issue - but recommend them to focus on the issues that migrants and refugees face. The way they present the message is also up to them - by a short video, a theater sketch, a speech, etc. After the 20 min. pass, ask the participants to come back to the group and present their message. Leave a space after each presentation for comments, sharing, a short discussion. Wrap up the exercise with a short discussion drawing some conclusion from the presentations of the groups.

Activity 2 - The Poem "Home" by Warsan Shire

Time Required	30 minutes
Supplies	Printed handout, flip chart, markers
Learning Objectives	Participants will be able to: 1. Explore the ramifications and consequences of becoming a refugee 2. Understand and deeply empathize with the situation that refugees face when they are forced to leave their home country
Session Type	Brainstorming, literature reading, discussion

Below you can find the poem "Home" written by Warsan Shire who was born in Kenya to Somali parents and lives in London. She is a poet, writer, editor and teacher.

Instructions:

Start the activity by asking the participants what "home" means to them. Have a short brainstorming session and write down some key words on a flip chart. Most probably you will receive answers connected to family, security, love, etc. Then ask the participants what could possibly make them decide to leave home. After receiving some answers from the group, give out the printed poem to each of the participants.

As the participants are sitting in a circle, tell them that you will read the poem together, as a group. Tell them that you will start reading out loud and any of them can join you at any time. They can read a word, a sentence, a paragraph...it is up to them. Voices can overlap and silence moments are also fine. The important thing is for everyone to jump in the process whenever they feel like and as many times as they want, until the whole poem is read out loud.

After the poem is read by the group, allow a short moment of silence. Note the emotions of the participants and then start a discussion. Ask them which was the most impressive expression in the poem for them and how they decided when to jump in and read a concrete part of it.

Here you can guide the discussion according to what the participants share as insights, asking them also about their experience with working with refugees, if they have heard their stories about having to leave their homes, and how they felt at that time.

Please note that this poem includes language and topics that require special consideration from the trainer and learners. It is important that you carefully preview the materials and know your group before doing this activity with them. Allow time and space for reflection, including individual reflection and sharing, if needed.

Apart from the poem provided here, you can also use other poems dedicated to similar issues related to migration, such as 'The Sea Migrations' by Caasha Lul Mohamud Yusuf, 'Emigrant' by Corsino Fortes, 'Illegal Immigrant' by Reza Mohammadi, 'The Boat that Brought Me Here' by Azita Ghahreman, and 'They'll Say, "She Must be From Another Country"' by Imtiaz Dharker.
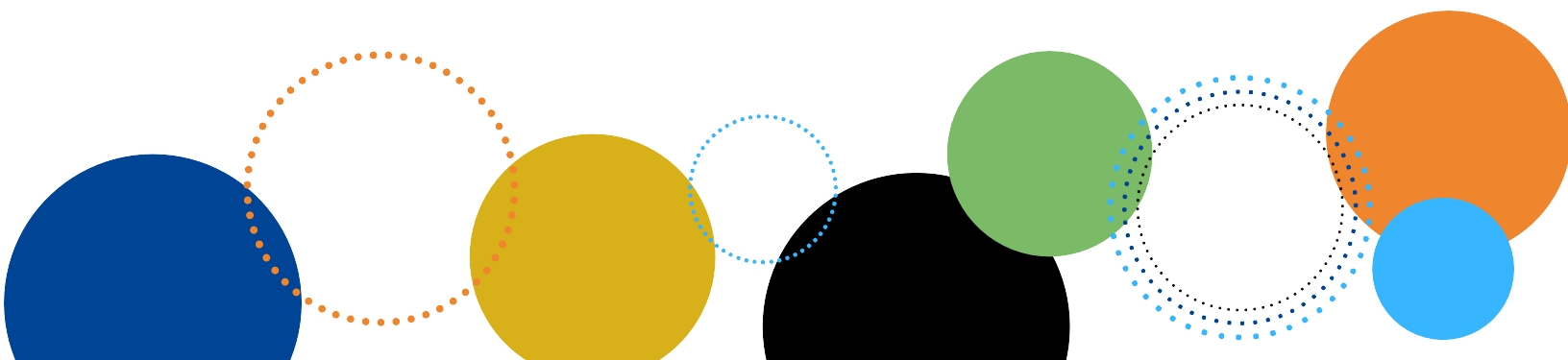The poems encourage learners to step into migrants' shoes or to see the issue through the eyes
of those who are being discriminated against because they are perceived as different. Moreover, these poems help learners to understand what migration is all about and why people choose to leave their homeland in order to seek a better life elsewhere.

Home

"No one leaves home unless home is the mouth of a shark, you only run for the border when you see the whole city running as well your neighbors running faster than you breath bloody in their throats , the boy you went to school with who kissed you dizzy behind the old tin factory is holding a gun bigger than his body. You only leave home when home won't let you stay.

No one leaves home unless home chases you fire under feet hot blood in your belly it's not something you ever thought of doing until the blade burnt threats into your neck and even then you carried the anthem under your breath only tearing up your passport in an airport toilet sobbing as each mouthful of paper made it clear that you wouldn't be going back.

You have to understand, that no one puts their children in a boat unless the water is safer than the land.. No one burns their palms under trains beneath carriages, no one spends days and nights in the stomach of a truck feeding on newspaper unless the miles travelled means something more than journey.

No one crawls under fences ,no one wants to be beaten pitied

No one chooses refugee camps or strip searches where your body is left aching or prison, because prison is safer than a city of fire , and one prison guard in the night is better than a truckload of men who look like your
father , no one could take it no one could stomach it, no one skin would be tough enough the go home blacks , refugees, dirty immigrants ,asylum seekers ,sucking our country dry ,niggers with their hands out they smell strange ,savage ,messed up their country and now they want to mess ours up, how do the words the dirty looks roll off your backs maybe because the blow is softer
than a limb torn off, or the words are more tender than fourteen men between your legs or the insults are easier to swallow
than rubble than bone than your child body in pieces.
I want to go home, but home is the mouth of a shark home is the barrel of the gun and no one would leave home unless home chased you to the shore,unless home told you to quicken your legs leave your clothes behind
crawl through the desert wade through the oceans drown save be hunger beg forget pride your survival is more important
No one leaves home until home is a sweaty voice in your ear saying- leave, run away from me now I don't know what I've become but I know that anywhere is safer than here"

Advocacy

Activity 1 - The Steps of Advocacy

Time Required	60 minutes
Supplies	Printed handout; Markers; Pens

Learning Objectives	Participants will be able to: 1. Understand the concept of advocacy 2. Explain the steps/components involved in creating an advocacy campaign 3. Describe the potential of advocacy as a peacebuilding tool
Session Type	brainstorming, discussions, small groups' work, exercise

An important part of our activism is engaging with the wider community, to raise awareness of issues and to attract more people to support positive social action for change. Young people have an important role to play in campaigning to create change. Did you know that young people around the world have the right to speak out and be heard on matters that affect them?

This idea is captured in law in the UN Convention on the Rights of the Child:
"UNCRC Article 12: Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously."
One way to make your voice heard and to engage the wider community is through advocacy. Advocacy means promoting a cause you believe in. Advocacy can be a stepping-stone to community dialogue and vice versa: community dialogue can bring new ideas and partners for advocacy.

Advocacy is the effort to change public opinion and influence programmes, policy decisions and funding priorities. This effort can occur at the local, national or international level and involves some sort of interaction with a decision-maker on a certain level. Advocates educate target audiences about an issue and suggest a specific solution. All advocacy involves making a case in favour of a particular issue, using skilful persuasion and strategic action. Simply put, advocacy means actively supporting a cause and trying to get others to support it as well.

When you create an advocacy campaign, you start by figuring out what issue you want to change in your community and then you create a plan to get there, making sure that as many people as possible learn about the issue and join you in undertaking action. Another key part of any advocacy campaign is identifying who has the power to make the change you want to see and figuring out what is the best and most constructive way to convince them to do that.

Instructions:

Defining what is advocacy

1. Start a discussion on what advocacy is – ask the participants to brainstorm and write down their answers and ideas on a flip chart paper as key words and expressions.
2. After the brainstorming, summarise shortly and give additional input about advocacy.
3. Ask the participants if they have initiated or taken part in any action related to advocacy – let them share their experience and best practices. The brainstorming and discussion should take around 10 min. Steps of the Advocacy Process (card sort)

1. After the initial brainstorming and discussion about advocacy in general, ask the participants to organise

in 3 groups. The groups will have the task to figure out what are the correct steps of the advocacy process. Here you can emphasize that having a systematic understanding of the advocacy process will help advocates plan wisely, use resources efficiently and stay focused on the advocacy objective.

2. Give out the pre-printed and cut "Steps of the Advocacy Process". The steps should be mixed, not in a chronological order (as presented on handout). In the handout you will also see that there are cross-cutting steps that are activities which take place throughout the whole duration of the advocacy process. In order to make the activity more interesting and challenging for the participants, you might not specify from the beginning the cross-cutting steps but just explain that there are such steps and they should identify which those are. Therefore, each group should decide how to put the steps in the correct order, having in mind that there are also cross-cutting activities which are implemented throughout the whole advocacy process.

3. Give the groups 15 minutes to arrange the steps according to their understanding of the advocacy process and encourage them to discuss what each step means in practice. Sharing and discussion

4. When the small groups are ready, start a discussion in the big group about the structure of the advocacy process: which is the first step, the second, etc. Ask the groups how they arranged the steps, check together the correct order, while discussing the meaning of each step. Use the information above to give some additional details about each step, as well as the cross-cutting activities. The discussion should take up to 15 min. approximately.

** handout forms will be provided for the steps of advocacy.

** References for the session: Council of Europe, Youth center, Budapest.
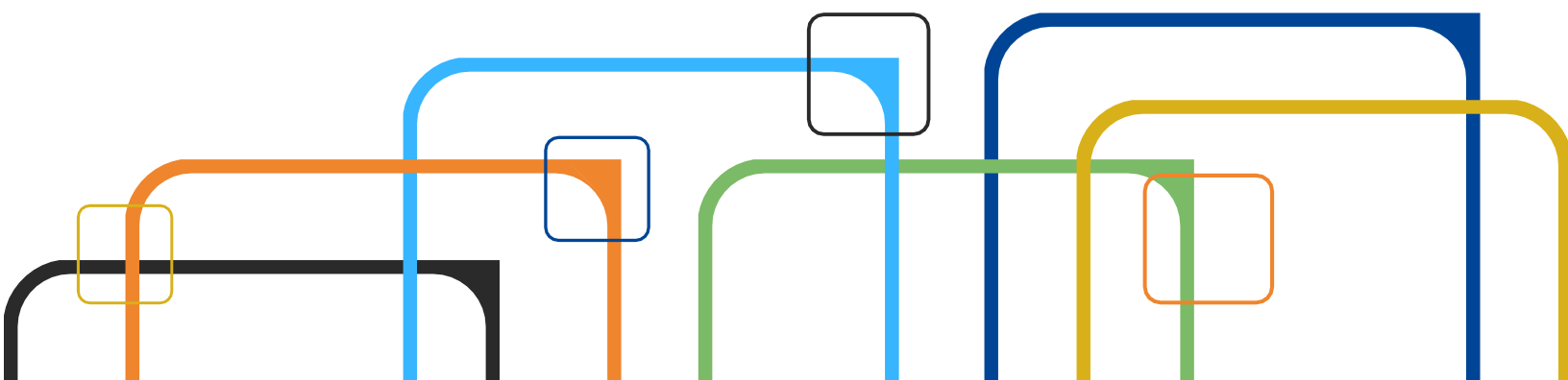
Handout 1: Steps of Advocacy

Step__: Define the issue - Advocacy begins with an issue we support or a problem we want to solve. When we talk about advocacy activities implemented by an organization, network or coalition, it is important that the concrete issue meets the group's agreed-upon criteria and supports its overall mission. The methods for identifying critical issues include an analysis of the external environment, including political, economic, social and other factors; existing policy or legal actions; organizing issue identification meetings; the media; communication with donors or partner organizations; collecting and analyzing data about the situation on the ground.

Step___: Set the advocacy goal and objectives. The advocacy goal is a general statement of what we hope to achieve in the long term. It may require support from other organizations, in order to be achieved. The advocacy objectives describe short-term, specific, measurable, achievements that contribute to achieving the goal. The advocacy objectives are SMART – apart from being specific and measurable, they should also be attainable, realistic and time-bound.

Step   Identify and analyse the target audiences, map them. Advocates should seek to understand the policymaking process in their country/region, in order to determine which institutions and individuals are involved in the advocacy issue, what are their roles, relationships and balance of power among them, how, when and where to act to achieve maximum impact from the advocacy efforts. The primary target audience includes the decision makers who have the authority to bring about the desired policy change. The secondary target audience includes persons who have access to and are able to influence the primary audience – other policymakers, media, religious leaders, etc. Identifying, segmenting and analysing these audiences will also provide us with information about these audiences' positions, level and range of influence, relative power base, knowledge on the issue, support of the issue, the benefits of the target audience in case of supporting the issue, etc.

Step_: Build a base of support - Building a constituency to support the advocacy issue is critical for success. The larger the base of support, the greater the chances of success. Therefore, it is important to reach out to youth activists, youth-led networks and movements and youth organisations, NGOs, networks, donors, coalitions, civic groups, professional associations, women's groups, activists, business and religious leaders, celebrities and other individuals who support the issue and will work together to achieve the advocacy objectives.
Potential supporters and collaborators can be identified through our partnership networks, at conferences, meetings, seminars, through media, public meetings, online, etc.
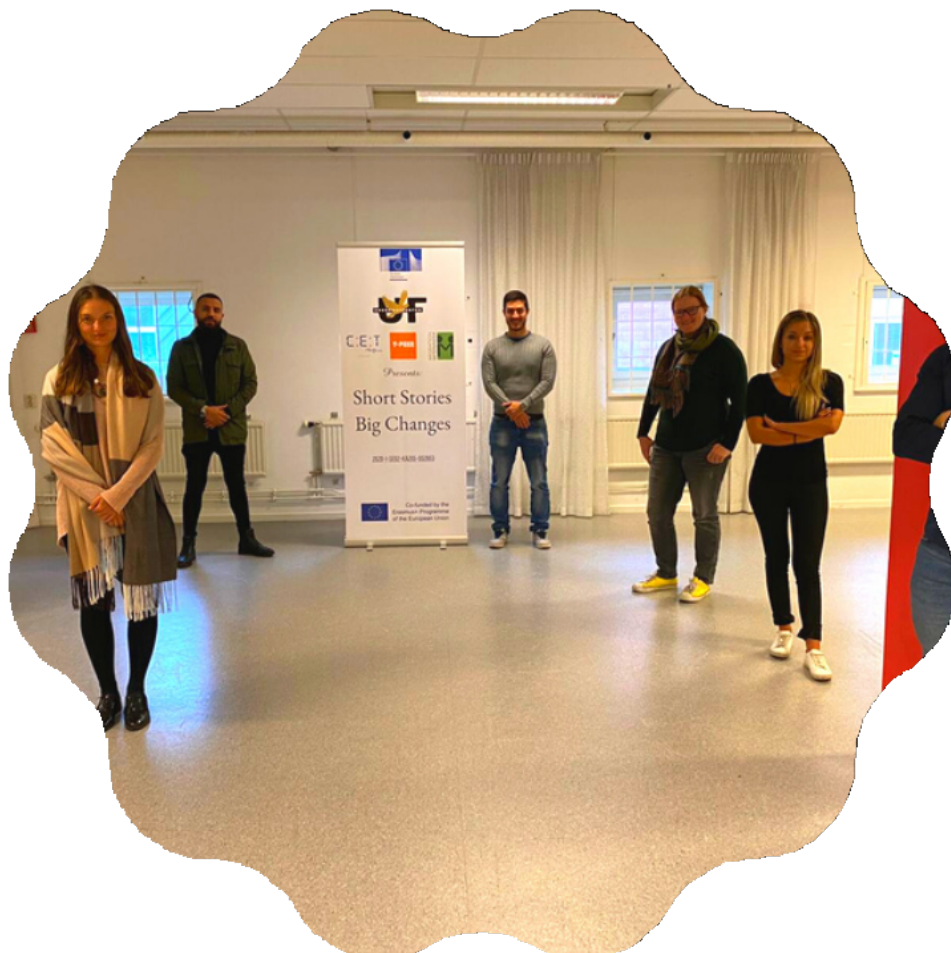
Step_: Develop the message. Advocacy messages are developed and tailored to specific target audiences in order to frame the issue and persuade the message recipient to support the issue and objective. There are 3 important questions to answer when preparing advocacy messages:

• Who are we trying to reach with the message?

• What do we want to achieve with the message?

• What do we want the recipient of the message to do as a result of the message?

Step_: Select channels of communication. This depends on the target audience. The channels of communication vary from reaching the general public, influencing specific decision makers, using the media, etc. Generally, we can group the channels into 3 categories:

- Direct engagement with policymakers, including policy briefings, meetings, fact sheets, lobbying.

- Media, including traditional media channels, social media, press releases, press kits, etc.

- Public forums, including seminars, round tables, conferences, public debates, rallies.

Step_____: Develop the Implementation Plan. An implementation plan will guide the advocacy campaign, in the same way that a work plan guides the project implementation. Plans should include tasks, responsible persons, time frame, resources and milestones.

Cross-cutting tasks:

1. Data collection and analysis. It supports every step of the advocacy process. Data is used to identify an advocacy issue, to develop the advocacy objectives, map and analyse the target audiences and the policy environment, to create messages, generate support and influence decision- and policymakers. Data collection is ongoing for the duration of the advocacy campaign, in order to make the advocacy evidence-based.

2. Monitoring. Before undertaking the advocacy campaign, advocates must determine how to monitor their action plan and develop milestones and/or indicators to assess progress and barriers, in order to adjust strategies and timelines when needed. Monitoring the opposition to your cause is also a key activity for advocates.

3. Resource mobilisation. In order to implement an advocacy campaign, advocates need certain resources, and mobilizing supporters of the cause can be beneficial for the achievement of the objectives of the advocacy process. The support can also be in-kind, e.g. providing spaces for meetings and seminars, sharing office space, sharing email lists and contacts, expertise of persons working with media or policy-makers, design and production of informational and other materials, etc. It is good to develop a resource mobilization strategy before the start of the campaign, and to identify potential contributors of financial and other resources

Activity 2 - Design Your Own Advocacy Campaign

Time Required	90 minutes
Supplies	Handouts for campaign brainstorming; Markers; Pens
Learning Objectives	Participants will be able to: 1. Collaborate with peers to design and implement an advocacy strategy for fostering the integration of young refugees and migrants 2. Explain and develop the key issue, objectives, target, message, tactics, risks,

	roles and evaluation criteria of their advocacy campaign
Session Type	brainstorming, discussions, small groups' work, exercice

Instructions

If this session is organized after the previous session on advocacy, participants are already familiar with its key concepts. If they are not and this session is the first session on advocacy you will do with them, start with a group discussion on what advocacy is.

After that, organise participants in groups of 3-4 at small groups. Lead them through the following stages to construct their advocacy campaign. If they did the previous exercise, the current one will be suitable to put the knowledge into practice, and if they have not done it, you can briefly introduce each step of the advocacy process that they need to follow.

STEP 1: DEFINING THE ISSUE

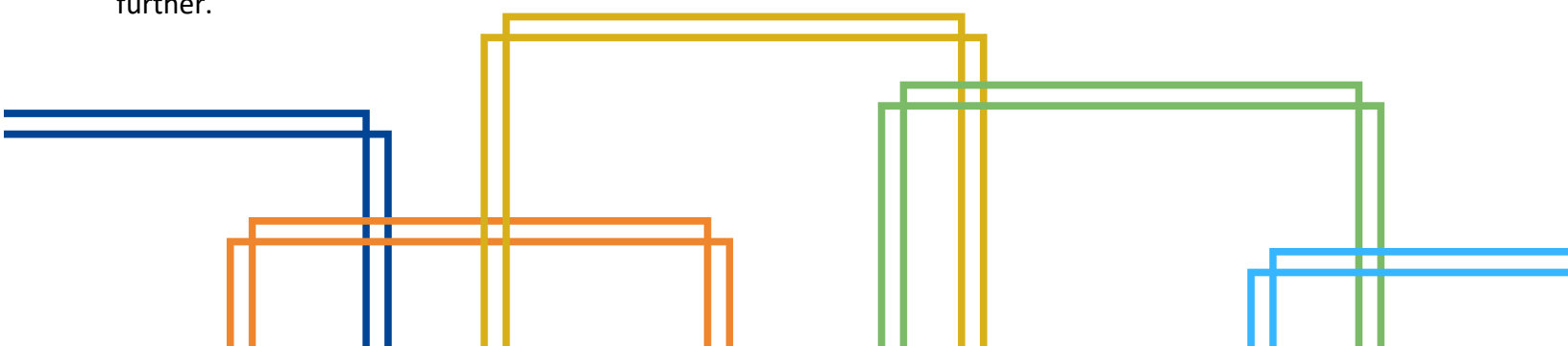Prior to developing an advocacy campaign, the participants will need to identify:

(1) the problem they wish to address
(2) the vision of change that they want to work towards
(3) the solution they propose for achieving that vision

Step 2: OBJECTIVES

What do we want our advocacy campaign to achieve? Who do we want to reach and how?
Remind participants that they should not be afraid to aim high but also try to be realistic - remind that the objectives need to be SMART (you can clarify each of the terms: specific, measurable, achievable, realistic and time-bound). Give participants 15 minutes to work in small groups to draft their objectives for their advocacy campaign, using the worksheet provided.
After the time passes, invite each group to share their initial ideas in the big group. Give positive feedback on the elements that are clear, and offer suggestions or questions for the elements that could be developed further.

Step 3: TARGETS AND SUPPORT BASE

Who has the power to help us achieve our vision? Give participants 10 minutes to identify key people who have the power to help with bringing the change vision into reality, and after 10 minutes, ask the groups to briefly present the results. Tell them to brainstorm and create a list of:

- Decision-makers: These are their main campaign targets – people whose minds they need to change or influence to bring their vision to life.
- Influencers: These are the other people who can help them convince their targets – such as local schools, the general public, community organisations or local media.
-

Examples include: a local school director, local council, a community action group, a neighbourhood parents' network, a politician, young people who are affected by the problem, etc. Of these, the groups should choose two or three targets to focus on.

Step 4: KEY MESSAGE

You can tell the participants the following:

"The key message you send to your target audience(s) will be the driving force of your campaign. Your message needs to be clear and easy to communicate – it has to capture people's attention and convince them to support you.

Therefore your key message should appeal to: the head (what you want people to know), the heart (why you want people to care) and the hands (what you want them to do).

So, what is the key message you want to send to your key audience(s)? Let's write down ideas as talking points. Then we can try to summarize it as a catchy and convincing slogan."

Some tips for creating a catchy slogan:

- Keep it short and simple (usually around 10 words or less)
- Avoid awkward wording
- Make it memorable and pleasant to the ear
- Appeal to an emotion or agreement

Let groups work for 10 minutes on drafting some catchy and convincing slogans that communicate their core message. Bring the groups together and ask each to share their best two ideas. Write these on the flipchart.

Step 5: TACTICS

What tactics will we use to promote our message? How are we going to send it? Who will do what and when?

Explain to the participants that when thinking about tactics for promoting a message, advocates often combine public campaigning (raising awareness, building public support and engagement, e.g. through media) and private campaigning (engaging and influencing political decision- makers through private meetings). Activities could include creating:

- Branding (e.g. t-shirts)
- Online platforms (websites, Facebook groups, other social media platforms)
- Written and video blogs and online project updates
- Social media hashtags #
- Press Releases for local media
- Public events (e.g. presentations to a school, school board, local community, town council, meetings, etc.)

Ask the participants to work for 10 minutes on this step and then bring them back together for presenting the outcomes of the work on this step and for wrapping up the session. Ask the participants "What is one thing you learned today that was helpful?" and "What is your next step for advancing your advocacy campaign?". In this final discussion also remind the participants about the cross-cutting steps of the advocacy process from the previous session (data collection and analysis, monitoring, resource mobilization).

Activity N(?) Solidarity, Social inclusion and Integration.

Objectives of the session: Solidarity, social inclusion and integration are one of the key concepts when it comes to youth activism. It is very crucial to understand what these concepts mean and to build further perspectives on them by engaging the participants of the training. Thus, the activity has the following objectives:

- Understanding the concepts of solidarity, social inclusion and integration
- Expanding the visions on these concepts
- Learning how to advocate for these concepts in local communities
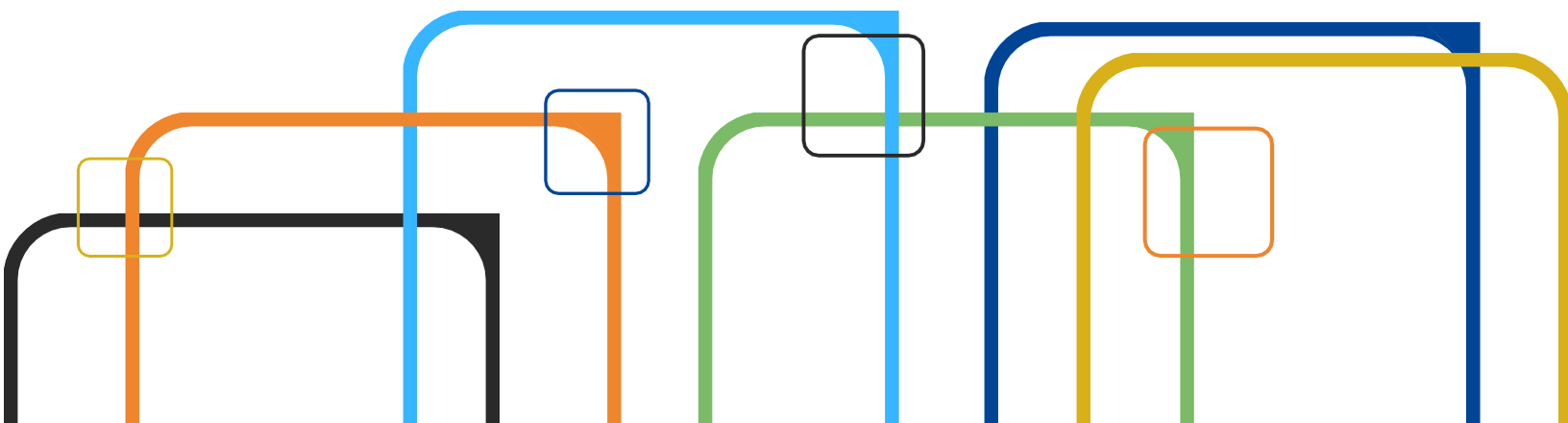
Time: 60 minutes

Supplies needed for the session: flip charts, A4 papers, markers, painters, pens/pencils, other materials that could be useful for creating a piece of 'artwork'.

Solidarity is an awareness of shared interests, objectives, standards, and sympathies creating a psychological sense of unity of groups or classes It refers to the ties in a society that bind people together as one. What forms the basis of solidarity and how it's implemented varies between societies.

In developing societies it may be mainly based on kinship and shared values while more developed societies accumulate various theories as to what contributes to a sense of solidarity, or rather, social cohesion.Solidarity is also one of six principles of the Charter of Fundamental Rights of the European Union and December 20 of each year is International Human Solidarity Day recognized as an international observance.

Instructions for the session:

- For the beginning of the session, it is recommended to give a theoretical overview of what solidarity (including relevant topics) stand for. This will help the participants build motivation and sort of a base for the rest of the session.
- After the small theoretical part, the facilitator should split the team into 4 groups. Each group will be assigned to work with flip charts and other materials that will be given to make a creative poster or a picture about their own concepts and ideas connected to solidarity, social inclusion and integration. Each group will receive 15-20 minutes to work on this before the presentation.
- After all the groups are done, the teams will be asked to present their work in a short way, as there will be a short feedback for about 10 minutes before moving on to the last part of the session.
- When the feedback part is finished, the last part of the session will be focused onunderstanding how to share the concept of solidarity in our local communities, throughcapacity building, advocacy, social media activities. For this reason, the groups that hadbeen formulated should go back to work on small brainstorming on how to share the conceptof solidarity, describing the ways that the awareness can be shared through differentchannels and ways of communication. Each group will have 10 minutes to establish this discussion and will be asked to summarize the discussion points within several key points so that it can be easier for all the participants to share feedback/ask questions during the final discussion.
- After the groups are done, the last 15 minutes of the session will be focused on presenting the work that all groups did, and to share certain feedback if any, as well as it will create space for all the participants to see the work of the other groups which will give them an opportunity to widen the perspectives on the ways that the communication channels can work related to solidarity and integration. It is important in this step for the facilitator to give a closure and to sum up points that will help everyone to memorize the key points out of the discussion.

Examples of sessions

1. My Chair

Overview: a short activity that include movement and stimulates critical thinking for the achievement of a specific objective with limited knowledge and resources, which can be used to introduce elements of communication, cooperation vs competition and non-violent narratives

Complexity: low to medium

Group Size: any (4+)

Time: 15 minutes

Objectives:
- To develop different types of communication, creativity and skills to co-operate
- To stimulate critical thinking
- To promote non-violent and non-competitive approaches in finding solutions

Method: energizer, teambuilding

Materials: chairs, tape

Preparation: mark 5 chairs in the room with the tape (e.g. making a "X" on the seatback) to make them recognizable to the participants; prepare two different papers with the instructions written on each, to hand out to the two groups

Instructions

1. Divide participants in two gender balanced groups with approximately the same number of participants in each

2. Tell them they're going to receive a paper with instruction which will apply only to that specific group and that they will not be allowed to ask any question to the facilitator(s)/trainer(s)

3. Take one group outside of the room and keep the other inside

4. Hand out the papers to the two groups: to the one inside the instruction will be *"Bring the 5 marked chairs outside of the room. You have 2 minutes to decide your strategy. When you are given the start, you can no longer talk with each other"*, to the one outside the instruction will be *"Put the 5 marked chairs in a circle. You have 2 minutes to decide your strategy. When you are given the start, you can no longer talk with each other"*

5. After 2 minutes, let the groups start interacting. Keep the interaction ongoing for a minimum of 1-2 minutes

6. Stop the interaction whenever you think it's the right moment (e.g. interaction becoming inconclusive, participants' interest is fading, task achieved)

7. Bring the groups back to the plenary and start with debriefing

Debriefing and evaluation

Start by asking participants what happened and what they understood. Possible questions to stimulate reflection are:

-   Was there any "winner"? Why?
-   What did you think when you were split in two groups and got assigned different tasks?
-   How did you plan your strategy?
-   What made the exercise challenging?
-   Did you try to communicate with the other group?
-   Are you satisfied with the final result? Would you change anything?
-   Is it possible a "best case" outcome of this energizer?
-   How could you relate what happened to real life?

During the reflection, stimulate participants towards the understanding that the assigned tasks were non-conflicting, so both groups could fulfil their own at the same time [bringing the chairs outside and putting them in a circle]. With your guided questions, the de-briefing should stimulate participants' ability to think out of the box and be aware that cooperation was possible instead of competition (e.g. the instructions only apply to the specific group and it's not mentioned that participants are not allowed to talk or communicate with the other group members)

Tips for Facilitators/Trainers

You should be aware that once you give the start to the interaction, especially if participants are very young and/or active, they might be overexcited and act impulsively. This phase is actually part of the underlying logic of the game, which plays on each own assumption to "be first, fastest and compete for success", but it should be kept under control by the facilitator(s)/trainer(s) in order to avoid risks, so you may need to intervene to calm participants down.

Based on the type of interaction happening, you can decide whether to stop participants after only 1 minute, give them more time or let them continue until they reach their tasks. It's not common that participants understand during the interaction that the tasks are non-conflicting, but sometimes it's possible and it's good to allow them to finish and fulfill both tasks; if this happens, adjust accordingly the debriefing questions

Variations

According to the group size you can think of adding/removing chairs and/or to make use of
different objects than the chairs, keeping in mind that it should be anyways something not too easy to
move.
If you believe it's necessary for the group to play the energizer more calmly from the beginning,
you can add the instruction that physical contact with the other group is not allowed, or you can forbid
running; in such cases, think of extending the interaction time accordingly and keep in mind that you're
already directing participants towards a more thoughtful and reflective approach to the interaction

2.My personal journey

Overview: activity that supports participants' sharing of personal short stories or anecdotes in relation to their participation to the Training, also giving space for creativity and drawing

Complexity: low

Group Size: 20-25

Time: 90 minutes

Objectives:

- To stimulate individual reflection about relevant moments and choices
- To increase trust and empathy within the group
- To explore participants' perceptions, differences and similarities linked to a common topic

Method: brainstorming, personal reflection, elements of storytelling

Materials: a long and wide roll out paper; pencils, markers, rubbers and other drawing material if available

Preparation: write in the centre of the paper the title of the Training Course and place it in the middle of the room with the rest of the drawing material on its side

Instructions

1.Start by asking participants randomly about the reasons why they decided to participate to the Training

2. After a short brainstorming, ask them to reflect about 3 specific turning points that they believe were relevant to make them participate to the Training

3. Give them 15 minutes to think about these moments and represent them by drawing/writing on the paper in the way they want, thinking of an imaginary path where each participant is representing their moments going towards the centre, with the one closer to the centre being the latest

4. Give 5 minutes at the end of the process to allow participants to go around the paper and have a look at what the others did

5. Start asking participants to share their stories, giving around 3 minutes each (1 for each turning point)

6. Once the last participant shared, start with debriefing

Debriefing and evaluation

Possible questions to stimulate reflection are:

- How was the activity?
- Was it difficult for you to identify the 3 turning points? How did you decide eventually?
- What did you find interesting about the other people's stories?
- Did you recall any similarity with your turning points?
- Did anything surprise you? Anything you didn't think of?
- Is there anything specific you would like to ask to anybody?

During the debriefing, the most important part is the recall of the sharing itself; try to stress the importance of the various perspectives in the choice of the turning points, which reflects the diversity of the group and individual personalities

Tips for Facilitators/Trainers

As trainer/facilitator, you can show an example on the paper with your personal turning points, to show them a visual representation of what they should do and also to give possible ideas.

Also, to stimulate participants' imagination you can tell them that these turning points don't necessarily need to be "life-changing" moments, they can more simply be random or specific situations they've been involved into, encounters or meetings with other people, friends, colleagues or relatives, learning processes or personal development plans they decided to follow, participation to other events, or simply accidental happenings.

Even chronologically, they can freely go back in time as much as they want, referring to their childhood or place all the turning points during the previous week, it's only important what matters for each own participant

3.Letters from the past

Overview: storytelling activity that consists of writing a letter in small groups from the perspective of a migrant arrived to a new community

Complexity: medium to high

Group Size: any

Time: 70 minutes

Objectives:

- To let participants explore migrants' perspectives
- To develop empathy, solidarity and understanding about migrants' struggles
- To stimulate thoughts and reflections towards the issues of racism and xenophobia and possible ways to fight them
- To encourage listening and respect

Method(s): small groups' work, storytelling, elements of role-playing

Materials: papers, pens, pencils, rubbers, pictures/images

Preparation: collect and print a series of different migration-related pictures/images, then select 5 of them to hand out to the 5 smaller groups; identify 5 different spots in the room/facility; prepare the writing material for each group

Instructions

1. Place the migration-related pictures/images you collected on the floor and ask participants to go around silently and visualize them

2. Explain that they are going to create letters in small groups starting from some pictures/images that they will be given, imagining to be in the role of a migrant

3. Divide participants into 5 smaller groups and give them the pictures/images you selected (1 per group)

4. Allow 20-30 minutes to come up with the 5 letters

5. Ask participants to go back to plenary and start sharing group by group, letting them read the letters but showing the related picture/image only at the end of the story

6. Once the last group shared, start with debriefing

Debriefing and evaluation

- Possible questions to stimulate reflection are:
- How do you feel?
- Which emotion did the picture you received inspire in you the first time you saw it?
- Was it easy to develop a common letter within the group?
- Where did you take information/inspiration for the story?
- What did you think of the other stories?
- Were you surprised by the other groups' pictures after listening to their letters?
- In which way do you think this exercise was useful?
- Are racism and xenophobia present in your community/Country?
- What can we do to draw attention to the needs of migrants and refugees in our community (or across the world)?
- How to link this exercise with possible actions?

During the debriefing, try to bring participants from the reflections and considerations about the activity they developed towards the possibility of applying similar methodologies in real life, within their communities, as response to racism, xenophobia and discrimination

Tips for Facilitators/Trainers

In case you're working with a large group (30+), you can increase the number of participants in the smaller groups accordingly and keep the same amount of overall groups. In order not to affect too much the dynamics and let everybody contribute, though, consider forming more than 5 groups (it's recommended not to have more than 7 people in each group) and extending the time of the activity if the group you're working with is significantly large (40+); in such case, you can also consider splitting participants in two maxi groups and run two parallel activities as originally described (it needs at least one more facilitator/trainer).

For the choice of the pictures you can freely choose online the ones that best suit the idea of activity you have in mind: you can focus on children, women, families, display moments of joy and happiness or, by contrast, sorrow and sadness, or a mix of everything, it's up to the direction you want to give to the activity. An interesting selection of images is made by the Turkish photographer Uğur Gallenkuş, who shows very eye-opening and thought provoking split photos, comparing peace and war-torn life situations

Variations

Instead of starting with the step 1, you can replace it by setting up the room as a sort of "gallery", creating an atmosphere with background music and placing the pictures/images you collected on the walls (or projecting a slideshow). Once the setting is ready, participants can enter the room and have a look for a few minutes.

Another way to start the activity is to read to the group a real letter from a migrant from the past century, where it's possible to find out many similarities with nowadays migrants' stories as concerning the desperation of the journey, the treatment that migrants had to undergo once reaching the hosting community, underlying how difficult to eradicate racism and xenophobia are.

You can find examples of such letters freely available online from different sources and websites (e.g. online archives of Ellis Island national museum of immigration can provide countless chronicles and experiences).
In case you decide for this variation, you can also dedicate a short time for reflections and considerations after reading your letter and before proceeding with group division and instructions

Ideas for Follow-up

An interesting way to close the activity and provide participants with more information on developed projects, as well as examples for future actions, is to show them the documentary from UNHCR "7 lives, 7 stories", a short film collecting the stories of 7 individuals aged 18-30 and living in Cyprus as asylum-seekers and refugees. The film was realized by the refugees themselves, with the support of professional trainers, who had the chance to develop their story line, make the video shooting, become interviewers and interviewees and produce their stories, as a way to get empowered and supported in their integration into the local society

4.My Training Story

Overview: activity that focuses on creating a story which describes each participant's personal experience during the Training using limited words
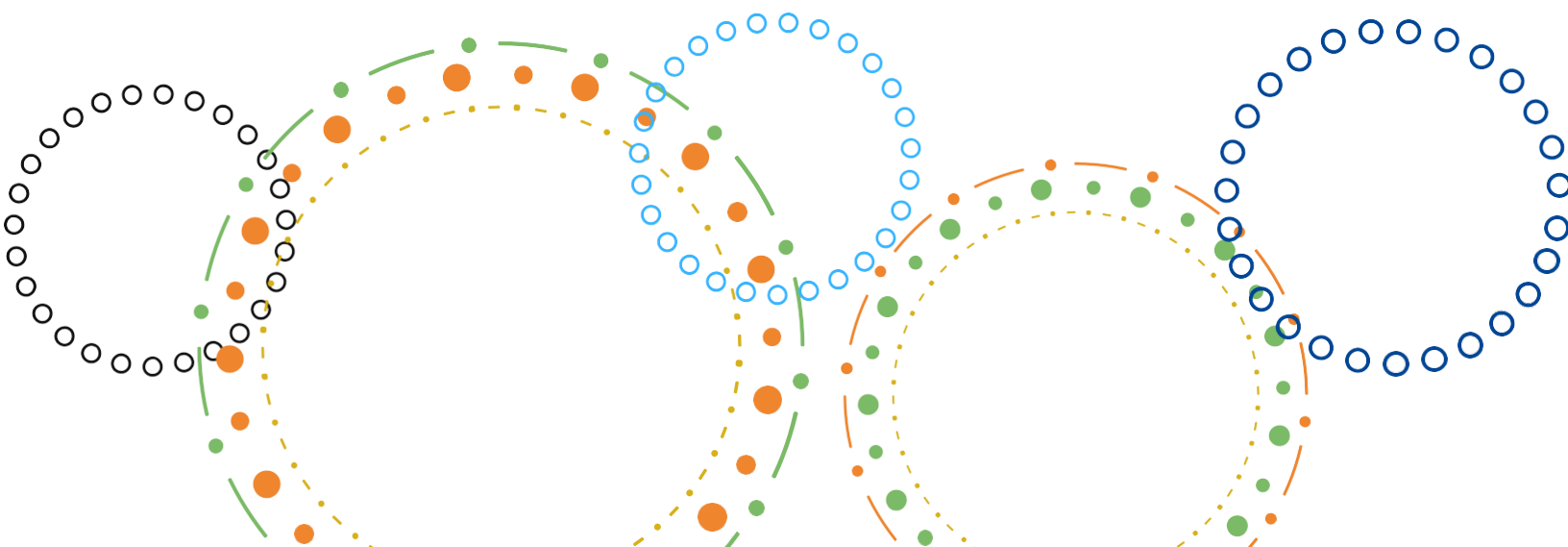
Complexity: low

Group Size: 20-25

Time: 90 minutes

Objectives

- To feel a sense of belonging with the group

- To develop creative thinking and writing skills

- To stimulate listening and empathise with the others

Method(s):   creative writing, storytelling

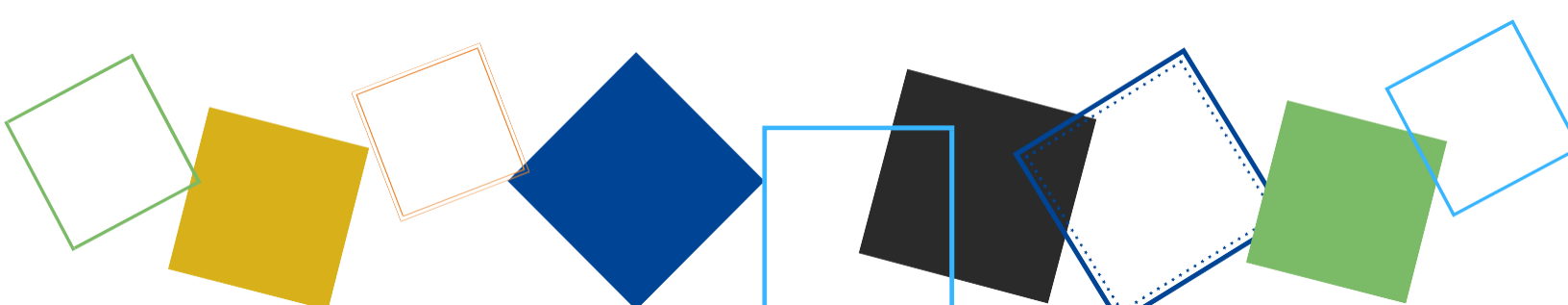**Materials**: papers, pens, pencils, rubbers, music

Preparation: a flipchart with written instructions from point 2 to be always visible in the room; select 5 relevant words related to the topic of the Training (e.g. migration, inclusion, refugee, etc.) that each story should contain; soft background music during the writing of the story

Instructions

1. Explain to the participants that they will have to create their personal story of the Training, reflecting their own experience and emotions

2. Show the following instructions: they have 20 minutes to create a story made of max 300 words and containing 5 specific words, and that they are going to read such story to the group afterwards; they can freely choose their style of storytelling

3. When everybody is back to the plenary, the first person who will feel like sharing can start to read, and then the next participant continues with his/her story in round, silently, without anybody commenting on the stories

4. Once the last person shared, give space for comments and start with debriefing

Debriefing and evaluation

Possible questions to stimulate reflection are:

- How do you feel?

- How was for you the process of creating your own story? Did it trigger any memory and emotion?

- Which emotions did the other stories inspire in you?

Tips for Facilitators/Trainers

This activity is made for a group that already developed dynamics, experiences and learning processes together, so ideally it should happen on the last day of a Training. It is very good to use it as part of the planned closing activities of a multiple days programme for example, to let participants prepare for the ending of their time together by sharing what they experienced and feel at the moment.

As trainer/facilitator, be sure that all participants understand that the process of sharing stories shouldn't be interrupted, it should flow smoothly and silently until the last person, with any comment or consideration to be kept for the end.

You can also be part of the group for this activity by creating and sharing your story, being the last one reading and then proceeding with the debriefing part; if you prefer, you can keep the soft background music for the entire duration of the activity (and not just for the story preparation), just be sure that it's low enough to allow each participant's voice to be clearly heard by the others.

Keep in mind that the final debriefing in this case is focused on letting participants comment and share their feelings and emotions, so you should give the right time and space for everybody to express himself/herself.

As the atmosphere in the group could be emotional by the end of the activity, you may want to close the session with something more joyful or playful that can involve the whole group, like a group hug or a group massage energizer; this depends on the participants, the group dynamics and the way you think it's more suitable to keep the atmosphere, also based on your next activity (you may want to keep the emotions flowing as they are).

Evaluation and wrap-up exercises

The final evaluation of the training can be done through formal and non-formal educational approaches and it is recommended to combine both. As non-formal ways of wrapping up and closing, you can use the following:

- **The Pizza Evaluation** : draw a circle on a flipchart paper. Divide it in triangles (like slices of pizza) and write on the outside part of the circle, next to each "piece" a different component of the training, e.g. content, agenda, trainers, facilities, own contribution, overall impression, etc. Ask the participants to take a marker and to put a dot on each "piece" depending on their level of satisfaction of the component - the closer the dot is to the center of the "pizza", the more satisfied the participants are, and the further the dots are from the center - the least satisfaction they show.

- Ask the participants to come back to one of the first exercises in the training - the one on **expectations and concerns**. The flipchart with the post-its should have remained in the training room. Put next to it another flipchart with two columns - "Met" and "Not met". Ask the participants to move their expectations and concerns to one of these columns. In this way you can check which expectations were fulfilled and which concerns might have actually been faced as challenges during the training.

- **Sharing:** since it is a storytelling training, it is good to have a verbal sharing and wrap-up session at the end of it. Give the participants the opportunity to share briefly how they felt during the training and what they are taking from it. In order to make this activity more visual as well, you can take a box of matches and ask the participants to pass around the box in the circle - from one person to another. The first person to speak lights one match stick and talk while the match is burning. After that he or she is passing the box to the next speaker who does the same. In this way you can ensure that the speakers will talk briefly and share the most essential feedback they have, and will focus the attention on each speaker. However, make sure that if anyone needs a slightly longer time to share their thoughts, you give them the space to do so, even though the match is extinguished.

- **Meditation:** this exercise requires some storytelling skills from the facilitator. He or she can play some smooth relaxing music and can ask the participants to sit comfortably on the floor (if possible), in a circle. Then he or she asks them to close their eyes and starts telling them a story, reminding them of their journey before and during the training. It can be something like: "Remember the day of your departure, when you started your trip to come here and take part in the training   remember what you did, whom you talked to, how you packed your luggage, how you got to the airport, bus or train station, how was the trip like, and how you arrived here…remember your first impression of the place, of the people   who did you meet first, what did they say…what was the first day like   what did you learn, what impressed you the most…" and so on, reaching the last day of the training. Make some short pauses and talk with a calm, low voice (ensuring of course that everyone can hear you). In the story you can mention a little bit about the topics explored during each day, asking the participants to remember how they felt, what they learned, etc. After the end of the story, ask them to slowly open their eyes when they are ready and ask whoever wants to share anything with the group, to do so - how did this meditation exercise feel, what they experienced when remembering their journey, etc.

- **Blob trees**: you can use the "blob tree" available here, while there are also other examples of blob trees online. It is basically a picture with a variety of characters called "blobs" who are in different positions and have different facial expressions. They can represent emotions and you can therefore ask the participants to pick some colorful pencils and to color one or more of the "blobs" to show how they felt at the beginning of the training, throughout the training and at the end of it. Then the ones who want to share (or everyone in the circle who feels comfortable) can share briefly which "blobs" they picked and why.
- **A paper on the back:** this exercise is a nice "goodbye exercise" which can be done after the evaluation. You can ask the participants to take an A4 paper and stick it to their backs with tape. They can leave it empty or they could also draw their hand on it.

After that, they can go around the room and stop each other, in order to write something on the other person's piece of paper - some impressions, nice wishes, something memorable from the training, etc. In this way after going home, everybody will have a good memory from the other people in the group.

The written evaluation can be combined with these non-formal educational methods for closing the training, and can be useful for getting more insight into the impressions of the participants from the training, more feedback on what could be improved, what worked well for them, what they liked the most, etc. You can use the sample form provided below (and customize it, if needed), and you can make a Google Form with the questions, asking the participants to fill it in through their devices, instead of printing it. Make sure that after that the trainers' team and organizers of the training go through the information provided and analyze it thoroughly.

Sample Final Evaluation Form

Name (optional)

Age:

Country:

Gender:

Female

Male

Prefer not to say

Other:

Please rate on a scale of 1 to 5:

(1 being the minimum and 5 the maximum)

1. **To what extent was this training useful to you?**
2. **Was the content clearly presented and discussed?**
3. **To what extent was the training course interactive and participatory?**
4. **Would you describe the activities as more:**

Passive 1 2 3 4 5 Active

Boring 1 2 3 4 5 Entertaining

Intellectual 1 2 3 4 5 Emotional

5. **Did you find the duration of the training appropriate? Do you think it should be longer or shorter?**

6. **How would you rate the quality of the following?**

Please rate on a scale of 1 to 5:

(1 being the minimum and 5 the maximum)

Work environment

Accommodation and facilities

Food

Transportation

Social activities

7. **How would you comment on the trainers' approach towards the topic, their ability to explain the unclear segments, and the methodology that they used?**

8. **Did the trainers live up to your expectations? What do you think they could improve?**

9.   **How well did the trainers answer your questions? (On the scale from 1 to 5)**

10.   **What is your overall evaluation of the trainers' team? (On the scale from 1 to 5)**

11.   **Which were the most useful topics and exercises from the training course? What did you learn that was especially useful to you?**

12.   **According to you, were there any unnecessary topics? Which ones?**

13. **Which themes/areas covered during the training course did you find most relevant to your work?**

14. **Would you say that any of the topics should be more thoroughly discussed? If yes, which ones and in which perspective?**

15. **What additional themes would you like to be covered in a future training?**

16. **Would you participate again in a similar training?**
Yes
No
Maybe

17. **Would you recommend such a training to your friends/other people?**
Yes
No
Maybe

18. **Would you use what you have learned during the training in your life?**
Yes
No
Maybe

19. **What is your overall grading of the training? (On the scale from 1 to 5)**

20. **Any other comments (optional)**

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