

Becoming a part of Europe

How youth work can support young migrants, refugees and asylum seekers



Training of Trainers

Bonn, 19-23 June 2019

REPORT

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Executive summary

Following the expert group meetings and conferences of the « Becoming Part of Europe¹ » project which took place between 2016-2019, the decision was made to add an international training of trainers on youth work with young migrants, refugees and asylum seekers.

The training course was organised by the German National Agency in Bonn on 19-23 June 2019.

Previous to the residential seminar, participants got to exchange on an e-learning platform in order to get to know each other, start sharing own experiences and reflect on themes of the training course. An online visioconference took place in early June with the aim of introducing the team, the course objectives and the programme.

19 participants from 8 countries gathered in Bonn to participate in the training course. They had been selected following a call for applications which was disseminated through the National Agencies. Participants were trainers, youth workers working directly or indirectly with YMRA, or training youth workers working with YMRA, or having a migrant or refugee background themselves.

The objectives of the course were defined as follows :

- To strengthen trainers' competences in designing, implementing and evaluating training paths for youth workers working with YMRA
- To promote and support good practices of youth work with YMRA, to be further implemented in future projects
- To raise awareness on the European dimension of youth work, while working with YMRA and creating an opportunity to be part of a larger process

The training was developed, implemented and ran by two international trainers, Cihan Kilic (Poland) and Nadine Lyamouri-Bajja (France).

Participants identified common challenges faced by youth workers working with YMRA, and searched for good practices and approaches for responding to these challenges in a youth work context. They explored the topics of identity, prejudice and micro-aggressions, as being central topics when working with YMRA.

The training course was based on the research and recommendations already developed within the bpE project. The integrative approach, based strongly on human rights education and intercultural dialogue, was presented and discussed intensively with participants.

The four clusters previously defined as the main training needs for youth workers were integrated into the training programme through 4 workshops proposed in parallel. However, the four clusters being very broad and encompassing, the trainers made the choice to focus on more specific themes within these broad categories:

- Professional development: Crisis management and dealing with trauma

¹ *“Becoming a part of Europe – How youth work can support young migrants, refugees and asylum seekers”*
project code n. 580420- EPP-1-2016-1-IT-EPPKA3-IP1-SOC-IN

- Project management: Fundraising
- Self-care and well-being: Focusing on own resources and burn-out prevention
- Advocacy and networking: Basic advocacy tools.

At the end of the training course, participants started developing their national training courses for youth workers. These courses will be held in 2019/ 2020 with the support of the concerned national Agencies.

One of the leading questions of the course remained whether or not particular competencies were needed by youth workers to work with YMRA, or whether proposing a training course focusing on a particular target group was a form of segregation, thus contributing to further separation rather than inclusion.

One of the answers to this question could be found in the session on human rights. Participants realised that YMRA faced a very broad range of human rights violations to be addressed through youth work, which might necessitate extra competences and awareness of youth workers.

Another important aspect is to be aware of the context and restraining from generalization that would hinder understanding the specificity of each case.

Participants in the ToT also stressed the added value of having participants with a migrant and refugee background. This contributed to making the topics of discussion more authentic and to ensure that reflection was made WITH YMRA, and not just ABOUT YMRA.

Participants plan to continue networking and sharing their developments, with the idea of developing an international follow-up training course in 2020.

The training of trainers: contents and flow

The programme flow

Participants gathered at the CJD in Bonn on 19th June after lunch for the start of a 4 days Training of Trainers. They had all the chance to exchange with each other online through an e-learning platform and a common visioconference.

The first part of the afternoon of the course was dedicated to getting to know each other, introducing the context and the BpE project, the contents and the objectives of the course, sharing participants' expectations and contributions. This was done through an informal welcome space in which participants moved from corner to corner to find the needed information.

Participants then shared about the main challenges faced by youth workers in their work with YMRA, as well as the responses they already bring to these challenges. They were also invited to reflect on the opportunities of including YMRA in youth work.

The following table summarizes the results of the working groups:

CHALLENGES	RESPONSES	OPPORTUNITIES
<ul style="list-style-type: none"> ● Racism ● Discrimination ● Language difficulties ● religion and symbols ● Miscommunication/ intercultural problems ● Lack of self-awareness ● Prejudice and stereotypes ● National politics 	<ul style="list-style-type: none"> ● Raising awareness ● Starting with one person ● Intercultural dialogue ● Changing attitudes ● Connecting people from different backgrounds ● Lobbying ● Intercultural understanding 	<ul style="list-style-type: none"> ● Diversity ● Bigger potential for learning ● Language skills ● Intercultural knowledge ● New talents ● Resources ● Funding ● New perspectives ● Better understanding of the world
<ul style="list-style-type: none"> ● Stereotypes ● Individual work ● Readiness to work ● Lack of experience ● Othering ● Charity perspective ● Risk of burnout ● Finding the space of youth work in civil society organisations ● Lack of autonomy of YMRA and of youth workers ● Insecure future/ unstable situation ● Lack of trust ● Cultural differences ● YMRA seen as a group ● Individual needs are overlooked 	<ul style="list-style-type: none"> ● Training on diversity ● Unboxing people ● Recognising difficulties and speaking about these ● Professionalism ● Recognition of YMRA as persons, not as victims ● Team work, peer support and supervision 	<ul style="list-style-type: none"> ● Learning ● New perspectives ● Personal/ professional experience ● Re-adjusting methods and strategies ● Gratefulness ● New fields of expertise ● Meeting and sharing experiences with people from different cultures ● New food/ dances/ songs
<ul style="list-style-type: none"> ● Time management ● Borderline between target group and personal self ● Separating personal experience from target group experience ● Unacceptance and too much expectancy ● Privacy conversations 	<ul style="list-style-type: none"> ● Non-formal/ informal training ● Introduction to intercultural mediators ● Explain clearly your professional framework ● Honesty ● Peer to peer learning situations 	<ul style="list-style-type: none"> ● Keeps youth workers active ● Learning in a continuous process ● 3D projection ● Context analysis ● Increase creativity

<ul style="list-style-type: none"> ● Recreation and preoccupation leisure ● Legal restrictions between peers 		
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The second day of the programme focused on clarifying concepts and focusing on some specific challenges in relation to the work with YMRA. A first method focused on identity, asking participants to position themselves according to statements concerning « identity categories » between « YES », « NO », or « ? ». (For example « I am white », « I belong to a minority », « I am heterosexual »...)

The debriefing of the exercise focused on the complexity and contextualisation of identity. Participants reflected on the fact that we do not necessarily identify with the characteristics that other people impose on us, or that felt identity does not always correspond to the outside image. This led to a discussion on the limitations of “YMRA” as a category of people, which often ignores all other individual identity aspects of these young people and limits them to only one part of their identity.

Prejudice and stereotypes were further explored in an exercise consisting in “choosing our neighbour on a flight to New Zealand”, on the only basis of pictures and preconceptions. Again, this was further reflected on a meta-level, looking into how prejudice and preconceptions of youth workers influence the way they address, accompany and work with YMRA. The session finished with an input on micro-aggressions as the brief and commonplace daily verbal, behavioural, and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial, gender, sexual-orientation, and religious slights and insults to the target person or group.

The afternoon of the second day was dedicated to the concepts of human rights as a framework for BpE as a whole and for training youth workers on working with YMRA.

The principles of human rights were introduced, as well as the added value of using human rights as a way of avoiding cultural relativism and/ or dogmatism.

Through a statements exercise “Where do you stand”², participants were confronted with human rights dilemmas and asked to position themselves on a continuum between “I fully agree” and “I completely disagree”, thus explaining their points of views.

The following statements were debated:

- some young people do not want to integrate;
- providing shelter to young people is more important than access to youth work;
- migrants who commit criminal acts should be sent back to their home countries;
- there is no space for religion in youth work;
- migrants arriving in Europe need training on sexual awareness.

In the debriefing, participants insisted on the importance of creating safe spaces for dialogue, in which not everyone needs to agree, but there should be a space for various opinions, which contributes to a better understanding of “the other”. They reflected on the potential of youth work to create these spaces without judgment.

² <https://www.coe.int/en/web/compass/where-do-you-stand->

Finally, participants were asked to go back to the challenges identified on the previous day, and to identify which human rights of YMRA are being violated on the basis of the Universal Declaration on Human Rights.

The following rights were identified:

- Freedom from discrimination
- The right to marriage and family
- The right to own property
- The right to desirable work
- The right to participate in cultural life
- Freedom of belief and religion
- The right to liberty and personal security
- The right to privacy
- The right to education
- The right to free movement
- The right to a nationality
- The right to equality
- The right to participate in elections
- The right to rest and leisure
- The right to adequate living conditions

The realisation of the number of human rights at stake when it comes to YMRA was a key moment of the training course, as it partially answered the questions of participants regarding the need to particularly focus on YMRA as an extra target group. Although many young people feel human rights violations on a daily basis, the amount of rights violated in the case of YMRA legitimise the fact that youth workers need to have extra conscience and maybe a particular focus when working with this target group.

Participants finished each day of the training with reflection groups which aimed at reflecting on the learnings of the day and planning the transfer of the training into both the daily work at local level and the national training course for youth workers.

Building on the previous day, the third day of the course started with a session on “how to tackle controversial issues”. Participants were asked to go into working groups and to exchange on the controversial issues youth workers face when working with young YMRA.

The following issues were identified and further explored:

- a migrant father allowing his son, but not his daughter, to go to a football tournament.
- High expectations of a migrant couple towards the social worker and confusion about legal procedures and rights.
- Domestic violence and the helplessness of social workers to support the woman who does not trust and fears the consequences of social help for her children.
- A youth worker accompanies a young migrant to the doctor. In the waiting room, they require to pass first as they have a special agreement. This creates tensions with the other patients who have been waiting for some time.

Participants were asked to represent the controversial issue through a short scene, illustrating the conflicting situation, without bringing a solution.

Using the method of theatre of the oppressed, each group showed their scene and other participants in the audience were invited to come in, replace the youth worker and propose alternative behaviours/ approaches in order to find new solutions.

This session allowed participants to explore alternative approaches to dealing with controversial and conflicting situations. It can also be a very useful tool for training youth workers, thus keeping in mind the rules and complexity of “theatre of the oppressed”³

The afternoon session focused on the concept of youth participation and the access to participation for YMRA. The ladder of participation of Roger Hart⁴ was introduced to explain the different forms of participation or non-participation. Participants were asked to think of one concrete project with YMRA and to position themselves on the ladder according to how participative they evaluate their project.

The difficulty to provide the necessary support to YMRA to participate in youth work was discussed and reflected.

The RMSOS model of youth participation was further presented. This model summarizes the 5 main needs of young people to be able to participate. They need to be given:

- The rights
- The means
- The support
- The opportunity
- The space.

More information about youth participation and these models can be found in the manual “Have your Say”⁵ by the Council of Europe. The rest of the afternoon was dedicated to an Open Space Technology. Participants identified the practices or themes they wished to share with each other.

The following proposals were made:

1. **Navigate Youth: Project with young people in Belgium**

Youth work in Belgium

Migration often starts as a search for a better life. It is of all times. But finding a new place and meeting new people to turn a new country into a new home remains a challenge.

Based on the expertise of the partner organizations (PIN vzw and Tumult vzw), Navigate You(th) focuses on the **children and young people** among the newcomers.

³ Agosto Boal, Theatre of the Oppressed: https://en.wikipedia.org/wiki/Theatre_of_the_Oppressed

⁴ https://www.unicef-irc.org/publications/pdf/childrens_participation.pdf

⁵ HAVE YOUR SAY ! Manual on the Revised Charter on the participation of Young people at local and Regional life, Council of Europe Publishing (2015)
<https://rm.coe.int/16807023e0>

The school and integration workers do a lot, but as every parent knows: **leisure activities** also contribute enormously to the well-being of children and young people.

That is why there is Navigate You(th): a unique project in which **young voluntary duos**(one grown up in Flanders and one new in Flanders) together with young newcomers look for their place in the leisure offer. From the interests of the young person and from their experience with the possible thresholds, **they guide newcomers to leisure activities**.

1. How does it work?

Navigate You(th) consists of **different conversation methodologies** in which we visit OKAN classes (**classes for newcomers** between 12 and 18 years old), but also **at the children's homes**. Together with them we look for what they would like to do in their free time. Together with them we look for an appropriate and accessible offer and we actively guide them in the first phase. We will continue to monitor guidance for a while afterwards. And if children and young people drop out, we will investigate the reason for this.

Not only the child or young person is supported from Navigate You(th). We also **help the organizations that are allowed to receive the children and young people** with training or an adapted program.

A final, very unique feature of Navigate You(th) are the people who guide young people. We work with volunteers who work in pairs. **One volunteer who has the experience to be new in Belgium** and who can quickly gain the trust of the children, young people and their parents from that experience. He works together with a second volunteer who was grown up in Flanders and for whom the concept of leisure activities is very obvious. This results in a strong combination: 2 volunteers who complement each other well in their guidance assignment.

www.navigateyouth.be Our conversation methodologies will be available for downloading on the website by the end of the summer.

www.tumult.be The organization where Marieke works. It's a youth organization that gives a lot of training to youth workers, working in the leisure activities. We also organize vacations (camps) for children and do a lot more.

www.pinvzw.be The organization Ayham works for. It's a organizations that guide people in their integration process. The special thing about it, is that their integrations workers have a background of migration.

2. Experiences with the integration process and problems faced during that process

- **Continuous search for funds/donations:** an almost constant shortage of cutlery as people would always be stealing from the shelter.
- **Difficulties keeping peace between cultures:** having to stop letting a Somalian, Irakese and a Syrian live together in one house as they would not be able to stand another.

- **Troubles with well-being:** tackling crisis situations almost on a daily basis driving many to burnouts, but fresh energy from interns, an occasional break from work or a change of role/tasks would seem to help a lot
- **Length of official integration process:** it differs, in Lisbon people would have to wait for their papers perhaps 6 months when in the Netherlands it could easily be a year
- **Checks on the presence of people:** it differs, in Lisbon they would check up on someone once a week and in the Netherlands they need to report to a desk daily

3. Outdoor games

Why do we play?

For fun! But in the meanwhile we do many things:

- We work on group dynamics. A good group atmosphere helps when you want to work together on a task or project. It helps children and young people find their place in the group.
- You discover your talents.
- Children learn how to behave in a group. That is why in Belgium it's very important that you can say on a job application that you were part of youth work. Then they know you're a team player.
- It's a moment when you put all your worries aside and just be a kid or youngster that loves to play.

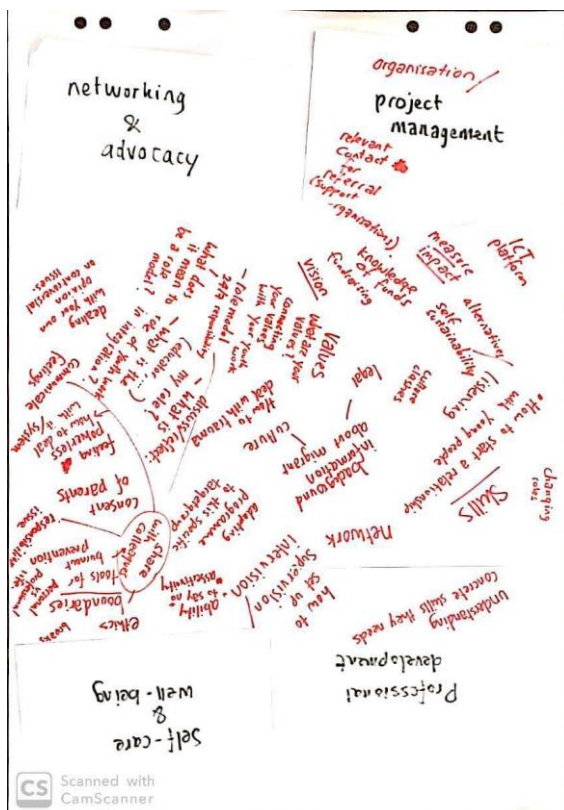
If you want to do it good, then pay attention to these things:

- Make good agreements: what can and what cannot. Think about safety: physical and psychological.
- When you form teams and you let children choose, they will always choose their friends or the most talented children for that specific game. So form the groups by yourself! There exist a lot of little games for group dividing.
- Be enthusiastic yourself. Some games seem a little bit stupid, but if you are enthusiastic, children become enthusiastic themselves. Don't stand on the sideline, but play with them.
- Be a good example yourself. Treat the children and your colleagues like you would like children to treat each other. Give a good vibe by playing with humour and give a lot of positive attention to everyone, even the quiet children in the group.
- Play not always the same games. If you want that children discover their talents, you should play different games: one requires a good physical condition, another more creativity. And if sometimes put a lucky factor in the game, so everybody could win sometimes.
- Don't always play competitive games. Playing a game like the mission impossible game we did the first day in the training in Bonn, is nice too and it's team building.
- When the children don't like the game: change it! It's a pity for your preparations, but so be it.

- Ask the children what they want to do. Or how they want to play something. Think about participation!
- Give them responsibility. And this could be some small little things, like keeping care of the material. But give them also responsibility for the good group atmosphere.

More information? You can find a lot of games on this website: <https://www.spelensite.be/> Use google translate!

4. Needs of youth workers: Reflection on the 4 clusters



The Saturday morning was dedicated to parallel workshops on the 4 clusters identified within the bpE project. The following workshops were proposed:

1. Advocacy and Networking: Introduction to the basics of Advocacy for/ with/ by YMRA

This workshop focused on developing an understanding of the link between youth work and advocacy process and to provide a better understanding about the basic process of advocacy. A simplified and adapted version of `Making Links⁶` exercise from the Compass manual has been implemented where the participants had the chance to experience different phases in advocacy: identifying needs, prioritizing needs, identifying key stakeholders, developing and implementing

⁶ <https://www.coe.int/en/web/compass/making-links>

negotiation strategy. At the end of the exercise the participants focused on how they and youth workers can benefit from advocacy process in their local, regional context.

2. Self-Care and well-Being of Youth workers

This workshop focused on the challenges faced by youth workers working with YMRA in relation to their self-care and well-being, as well as to burn-out prevention. Participants brainstormed on the techniques they already use for self-care, as well as on the services provided by their structures or employers (supervision etc.).

The workshop further provided participants with concrete exercises and resources to calm themselves down and to stay connected to their resources.

3. Professional Development: Crisis Management and Dealing with trauma

Trauma and acute stress are difficult to deal with for youth workers who have not been trained and who are not psychologists or psychotherapists. The workshop aimed at identifying the limits of youth work when it comes to working with YMRA facing trauma. It also aimed at providing participants with competences to recognise trauma and to know psychological first aid interventions to calm oneself and other persons down without having to talk about trauma or intervene in a psychotherapeutic way. The importance of having a network of competent professionals, preferably with intercultural competences, was highlighted. Finally, the workshop focused on the role of youth work in empowering YMRA and helping them connect to their resources, as well as in creating small comfort zones.

4. Project management: Fundraising

This workshop focused on providing a better understanding about what fundraising is and enabling participants to explore some tools on fundraising. Participants worked on a common definition on what fundraising is and discovered the phases on fundraising. Then they have explored tools like crowdrise, inlieu, gofundme, salsaengage, donorsearch etc.

Then they utilized fundraising tools to draft a fundraising process for their own organisations and for their own local context

More details about the workshops can be found in the session outlines in annex 2.

The Saturday afternoon was dedicated to the development of the national training courses. Silvia Volpi, coordinator of BpE, gave a presentation on the context, aims and planned process of the next phase.

The presentation can be found in annexe 3.

Participants then went into their national groups and started to reflect and develop concrete project ideas. Although these draft training ideas will evolve through the exchange with the responsible National Agencies, some first project ideas can be found in the annexes.

The Sunday morning started with a session on how to build resilience.

The main focus of the session was to raise awareness of the concept of resilience for youth workers especially working with YMRA. Participants first developed a common understanding of what resilience is and then explored certain tools that would build resilience in a community. Participants explored these tools through a look into the communities that they work with and into the ways of how these communities deal with challenging situations. Certain tools which were highlighted were: making meaning, solution-finding, self-belief, humour, acceptance, creating a support network, gaining perspective,...

The course finally ended with a reflection on follow-up. A facebook group was created for participants to share information and network.

The course documentation will be shared with participants via a Google drive, which link will also be shared on the Facebook group. Some participants plan to apply for funding to organise a follow up training of trainers in 2020.

Evaluation

The course ended with a common evaluation.

Here are some comments made by participants:

Main learnings:

A good number of participants declared

- to have learnt what they don't know
- to have the perception that HR is a reality and it is needed to fight for HR in a soft way
- to not be alone, but to feel (finally) part of a network
- to have enjoyed the sage atmosphere
- to have appreciated the "respectful leadership" of the facilitators

It was very much appreciated the diversity in the group and to have selected trainers/youth workers with a migrant background.

Final round of evaluation

After this course:

- I hope to spread the use of NFE methods to new sectors
- I plan to meet colleagues and NA to start working
- I still wonder the "link" of the role play
- I liked the conversations with people
- I plan to share, to share, to share

- I liked the crisis management and trauma management workshops (2 persons)
- I hope these conversations will continue and we will plan something in common
- I plan to cooperate with other participants
- If it was a song, it would be “I am a dreamer, but I am not the only one”
- I liked the sharing of concrete and practical examples
- I hope to see you in an international training course
- I hope I can do more
- If it was a song, it would be “imagine....”
- I feel more confident to approach NFE
- I hope that for the next TC we will have more time.

Final conclusions and recommendations

Overall, this first training of trainers on youth work with YMRAs was a real success. This was due to various factors, some of which can be summarized as follows:

- **The selection process of participants:** The profile of the final group of participants completely fitted the initial expectations and contributed greatly to the success of the ToT. All participants were highly motivated, and the group was heterogenous: Some were trainers and youth workers, whereas others were not involved in youth work themselves; some were directly working with YMRAs, some not; some had an YMRA background themselves; Some were rather working as national or international trainers, whereas some were rather active at local grassroots level. Finally, the diversity of the group in terms of countries of origin and residence were an asset. Particular emphasis was put on the added value of having a global, rather than a euro-centric perspective. In the future, it is highly recommended to keep involving participants from outside Europe too. The size of the group was also adapted to the intensive type of work and should be maintained in the future.
- **The integrative approach of BpE:** Having this ToT at the end of the overall BpE allowed to build on a strong conceptual and experiential basis. Some participants had already been involved in earlier steps of BpE, and could make the link. Research results as well as the overall integrative framework, linking the course to a human rights-based approach and intercultural dialogue, gave it a strong spine on which to build and develop.
- **The support of National Agencies:** Very often, in training courses, participants are asked to develop national follow-up projects, but without being provided with any support. Here, the direct link to National Agencies and the engagement made to commonly prepare, run and evaluate these National courses is a completely new and very promising format. Participants can actually use their energy and competences in designing these courses, being assured that

they will have the sufficient financial, logistical and partly also educational support. This is an ideal way of ensuring successful and sustainable follow-up.

- **Mentoring:** The question on mentoring of participants remains open: As their level of experience in training and/ or in working with YMRA varies greatly, it could be useful to set up a mentoring system in order for each national group to be supported in regards to educational objectives and contents of their courses. This could be imagined through 1-2 hours skype mentoring sessions for each group and would allow to tackle open questions, ensure qualitative educational development and empower trainers in their experiences.

Some additional points shall be taken into account for future similar courses:

- **The E-learning platform and webinar** were nice ways to allow participants to get to know each other beforehand and feel more secure when arriving. However, the amount of work involved in preparing those spaces does not necessarily justify their use (especially the platform). In the future, a 1-hour online meeting to introduce the course and briefly the participants could be enough.
- **The venue of the course:** Although the place of the course offered all requested facilities, staff was not always very friendly and welcoming, sometimes also lacking intercultural sensitivity.
- **For trainers working with the programme for the first time,** it might be useful to spend some time in the preparatory meeting to clarify “habits and rituals”: How are things usually done, is any material distributed beforehand? Do participants get publications, handouts, bags, pens...

The final success of this course will be shown by its long term sustainability and follow-up: Through National training courses, through various cooperation projects and applications sent by participants in common; by the continuous activity on the created Facebook group.

We highly recommend that this course can be ran again in the future and maybe involve former participants as trainers in future sessions.

We as trainers felt honoured and proud to have the opportunity to run this course with this highly motivated group and would be super happy to support you again in the future!

Annexes

● **Annex 1: Programme of the ToT**

	DAY 1 June 19	DAY 2 June 20	DAY 3 June 21	DAY 4 June 22	DAY 5 June 23
09:30-11:00	ARRIVALS	Identity, stereotypes and perceptions	Tackling controversial issues	Parallel workshops on 4 clusters	How to build resilience? Taking a solution-focused approach
11:00-11:30		COFFEE BREAK			
11:30-13:00		Debriefing Communication and language	Tackling controversial issues	Parallel workshops on 4 clusters	Evaluation and follow-up
13:00-14:30	LUNCH				
14:30-16:00	INTRO Welcome space bpE introduction	Clarifying frames and concepts HRE and ICL Integrative approach	Participatory approaches and youth participation	TRANSFER Developing training programmes for national TCs	DEPARTURES
16:00-16:30	COFFEE BREAK				
16:30-18:00	Team building	Clarifying frames and concepts HRE and ICL Integrative approach contd.	Open space technology: sharing practices	TRANSFER Developing training programmes for national TCs	
18:00-18:30	Exploring challenges and opportunities of youth work with YMRAs	Reflection groups	Reflection Groups Sign up for workshops	Reflection Groups	
19:00	DINNER				
20:00	Sharing experiences			Farewell Party	

- **Annex 2: Final session outlines developed by the trainers**

Session outline

TITLE OF THE SESSION	<i>Session 1.1: Introduction and welcome space</i>		
DESIGNER (PERSON WHO PREPARED)	<i>Nadine</i>		
DATE AND TIME	<i>DAY 1: 19th June 14:30-16:00</i>		
SPACE AND TECHNICAL REQUIREMENTS (MATERIALS)	<p>One big room should be divided into various corners (see detailed programme)</p> <p>Materials needed:</p> <ul style="list-style-type: none"> - Big roll of paper - 2 flipcharts - Post-its and markers - Possibly computer and screen if needed for BpE presentation 		
SESSION OBJECTIVES	<p>The objectives are:</p> <ul style="list-style-type: none"> ● To create a spirit of curiosity, self-motivation, self-responsibility and initiative. ● To collect participants' expectations and training needs ● To introduce the participants to the flow of the programme, linking it to the course objectives. ● To introduce the educational approach and ethos of the course. ● To trigger participants curiosity about the BpE aims and the recommendations. 		
EXPECTED LEARNING OUTCOMES	<p>Participants should know what to expect from this training course at the end of that session. They should have gotten information about:</p> <ul style="list-style-type: none"> - programme flow and objectives - BpE - Recommendations - Each other's expectations <p>They should also have shared their own talents, so that these can be used during the week and that participants can propose some things in the programme.</p>		
THE SESSION STEP BY STEP	Time (from-to)	Description	Comments / Responsible
	14:00	Introduction to the welcome space: Participants walk around freely and	<i>All team members</i>

		discover the different corners related to this study session.	<i>should be involved in preparing and facilitating the corners.</i>
	15:00	Getting back together- short feedback on the welcome space	

Additional resources, links, handouts, further readings...(selfies)

Appendix 1: Instructions for welcome space

Participants enter the “Welcome Space” (plenary room). There are chairs and tables but they are arranged either to suit a ‘space’ or pushed to the side of the room. The team members are all at their ‘space’ ready to help and/or explain or facilitate. Soft, silent music is playing.

In the middle of the room is an ‘Info-Point’ – a chart that says: “Welcome in this Space. It is for you and your curiosity to explore. We encourage you to use it to find out what will happen in the next week, to get to know new people and to start discussing the topics of our study session. You have to your disposal many different spaces:

Have a look at the **Programme Flow** space that can give you more information about the objectives of the course and how we plan to achieve them with the programme that we have prepared for you.

Gather a group of 8 people to compete in two teams against each other in the **bPE Quiz!**

Share your fields of **expertise!**

In the **Recommendation corner**, find out about the document developed and put a personal comment.

In the DELTA corner, write down what needs to happen in this course so you feel at the end that it was the right decision to have joined.

Finally, tell us all about your special gifts and talents in the **talent corner**: share what you could bring to this session and share with others to make this week a real success...

The team is here to help you. But it’s all up to you and your initiative! Enjoy!

Programme Flow Space (facilitated by **XXX**): [Here is just one way of doing it, whoever develops this corner should feel free to do it their own way...](#)

The programme is displayed on a wall as a river where buildings, places, fish, fisher-man, boats, and other places typical for Norway at the shore should symbolize the flow of the programme together with the training course objectives and indicate how different programme elements are designed to support achieving those objectives. Also, different words of the aims and objectives can be circled and explained further in an attached piece of paper A team member is at this ‘space’ to explain to participants who come there the programme flow and answer possible questions. I suggest that aims and objectives are explained together with the programme, but it could also be a separate corner...

BPE Quiz (facilitated by: Nadine)

In one part of the room a little corner is separated, where the Quiz will take place. It could be done in a 'Millionaire' Style with a number of questions that each have 4 possible answers, only that two groups would compete against each other, so the first group that thinks they know the answer signals this by lifting a flag. If they have it right they get a point, if not the other group can answer, if none is right the facilitator gets the point. After each question the facilitator can explain a little more about this.

Expectations corner

Participants are asked the Delta question: Supposing that this course is useful and enriching, what is different at the end of this week?

And what is different in your youth work practice with YMRAs after?

Talent corner (can be self-facilitated)

Participants should be given a space to share their talents/ gifts/ things they know to do and could share with the group, teach others or make everyone benefit from. This can be whatever...

TITLE OF THE SESSION	Session 1.2 Teambuilding		
DESIGNER (PERSON WHO PREPARED)	Cihan		
DATE AND TIME	<i>Day 1, 19.06.2019</i> <i>16:30 - 18:00</i>		
SPACE AND TECHNICAL REQUIREMENTS (MATERIALS)	<ul style="list-style-type: none"> ● Flipchart papers ● Colour pens ● Crayons ● Scissors ● Colourful a4 papers ● White a4 papers ● Markers 		
SESSION OBJECTIVES	<ul style="list-style-type: none"> ● To give participants space to explore know each other in terms of cooperation, approaches and attitudes, ● To introduce notions such as right-based approach, youth work, empowerment and amorce the thinking process regarding these notions. 		
THE SESSION STEP BY STEP	Time (from-to)	Description	Comments / Responsible
	16:30 - 17:00	<p><i>Give 7 minutes to participants to use any material in the room to make their name memorable. After 7 minutes everybody shares their name in the created memorable way. Cihan</i></p> <p><i>(Clock dating)</i></p>	Cihan
	17:00 - 17:20	<p><i>Mission Impossible:</i> <i>15 minutes to complete the tasks:</i></p> <ul style="list-style-type: none"> ● <i>List all the languages spoken at the team. Choose 2 of the languages and all the team members should be able to say a tongue twisters in those two languages, all together</i> ● <i>Find 3 objects that represents “youth work”</i> ● <i>Write a rap song including the words “human rights”, “breakfast”, “light”, “inclusion”, “umbrella”</i> 	Nadine

		<ul style="list-style-type: none"> ● <i>The whole group need to take a picture in the garden, standing in alphabetical order</i> ● <i>Prepare a poster that describes “Becoming a part of Europe”</i> ● <i>Find out three famous people who were born/or lived in Bonn.</i> ● <i>Find out 5 action ideas for the World Refugee Day</i> 	
	17:20 - 17:30	10 minutes to perform the results of the tasks	
	17:30 - 17:50	<p><i>Debriefing:</i></p> <p><i>Possible debriefing question:</i></p> <ul style="list-style-type: none"> ● <i>What was the most challenging part?</i> ● <i>What went well?</i> ● <i>What could have been done differently?</i> ● <i>Where there different styles in problem solving?</i> <p><i>(These different approaches will also emerge during the week)</i></p> <ul style="list-style-type: none"> ● <i>How can we deal with these differences constructively?</i> 	
	17:50 - 18:00	<p><i>Introducing the group agreement. Asking the participants what should be on the agreement to function better as a team:</i></p> <p><i>(The language, respect to how we chose to identify ourselves, trying to understand not judging, rules for the venue)</i></p>	Cihan

TITLE OF THE SESSION	<i>Session 1.3 Challenges of Working with YMRA</i>		
DESIGNER (PERSON WHO PREPARED)	<i>Cihan</i>		
DATE AND TIME	<i>Day 1, 19.06.2019</i> <i>18:00 - 18:30</i>		
SPACE AND TECHNICAL REQUIREMENTS (MATERIALS)			
SESSION OBJECTIVES	<ul style="list-style-type: none"> ● Making participants aware about the challenges that youth workers face when working with YMRA ● Explore possible responses to the challenges that the youth workers would face while working with YMRA ● Exploring what opportunities does working with YMRA bring 		
THE SESSION STEP BY STEP	Time (from-to)	Description	Comments / Responsible
	18:00 - 18:45	<p><i>Divide participants into groups of 4-5.</i></p> <p><i>Each group discuss these three questions:</i></p> <ul style="list-style-type: none"> ● <i>What are the main challenges that you face while working with YMRA?</i> ● <i>How do you respond to these challenges?</i> ● <i>What kind of opportunities does working with YMRA bring to youth work?</i> <p><i>Each will prepare a flipchart that they are going to present. They will have 2 minutes for presentation.</i></p>	<i>Nadine</i>
	18:45 - 19:00	<i>Groups present their flipcharts</i>	
REPORT NOTES (SYNTHESIS OF EMERGING KEY ISSUES, MOST IMPORTANT OUTPUTS, RESULTS OF THE SESSION – THAT WILL BE INCLUDED IN THE REPORT)	<p>Challenges:</p> <ul style="list-style-type: none"> ● Racism ● Discrimination ● Language difficulties ● religion and symbols ● Miscommunication/ intercultural problems ● Lack of self-awareness ● Prejudice ● National politics 		

TITLE OF THE SESSION	<i>Session 1.4 Sharing Experiences</i>		
DESIGNER (PERSON WHO PREPARED)	<i>Cihan</i>		
DATE AND TIME	<i>Day 1, 19.06.2019</i> <i>20:00 - 21:00</i>		
SPACE AND TECHNICAL REQUIREMENTS (MATERIALS)			
SESSION OBJECTIVES	<ul style="list-style-type: none"> ● to enable participants to have a better understanding about who is in the group, ● to explore the institutions/organizations present in the group, ● to enable participants to know each other's targets and wishes according to their work. 		
THE SESSION STEP BY STEP	<i>Time (from-to)</i>	<i>Description</i>	<i>Comments / Responsible</i>

	<p>18:00 - 18:15</p>	<p>Clock Meeting</p> <ul style="list-style-type: none"> ○ Find something common in youth work ● Preparing panchos where they answer to these questions: <ul style="list-style-type: none"> - <i>What is your role in the youth field? (youth worker, trainer, youth leader, decision-maker, civil servant, freelancer, unemployed, volunteer, other</i> - <i>Which target groups do you mostly work with? (young refugees, migrants, asylum seekers, young journalists, gender groups, rural youth, ethnic minorities, children and teenagers, scientists, young people from subcultural groups, others)</i> - <i>In what formats are you mostly working with young people and / or with youth workers” (trainings, conferences, capacity-building, consultations, workshops, camps, e-learning, cultural activities, sports activities, online activities, leisure activities, flashmobs, street actions, others)</i> - <i>Describe “young people in your community” with one word.</i> - <i>Write 3 key competences most relevant for youth workers working with young refugees</i> - <i>What inspires you most in your work with young people.</i> 	<p>Cihan</p>
	<p>18:15 - 19:00</p>	<p><i>After preparing the panchos the participants will mingle and exchange answers that are present on the panchos they have prepared</i></p>	

TITLE OF THE SESSION	2.1- Identity, stereotypes and perceptions of YMRA		
DESIGNER (PERSON WHO PREPARED)	Nadine		
DATE AND TIME	<i>Day 2, 09:30-13:00</i> <i>WORLD REFUGEE DAY</i>		
SPACE AND TECHNICAL REQUIREMENTS (MATERIALS)			
SESSION OBJECTIVES	<ul style="list-style-type: none"> ● To make participants reflect on their own identity and cultural bias ● To reflect on stereotypes and prejudice in general, and against YMRA in particular ● To challenge participant’s perceptions of youth work with YMRA ● To introduce the concept of micro-aggressions and relate it to youth work realities 		
THE SESSION STEP BY STEP	Time (from-to)	Description	Comments / Responsible
	09:30	<i>Intro to the day</i>	
	09:40	<p>Activity: Who are you?</p> <p>The place is organised in 3 clearly marked spaces: “YES”, “NO” and “?”. Participants will listen to different statements that relate to their identity and they will need to choose a place according to how much they feel the read statement reflect their identity. They are not allowed to speak nor make faces. The only thing they do is to take a place. The statements are read one by one:</p> <ul style="list-style-type: none"> - I am white - I am a part of a religious minority - I am a vegetarian - I am a woman - I am a feminist - I am a part of an ethnic minority - I am heterosexual 	

		<ul style="list-style-type: none"> - I am a youth worker - I am a Muslim - I am European - I am a refugee - I am a migrant - I am beautiful - I am sporty - I am young - I am jewish - I have a disability - I believe in god - I am a part of a national minority - I am healthy - I am left-wing - I am married - I am christian - I am strong - I am a parent - I am a man <p>After the activity, participants are split into smaller groups (of 5-6 people) and have 15 minutes to talk about:</p> <ul style="list-style-type: none"> - How did you feel during the activity? What emotions did the activity raise in you? - Was it difficult for you to take a place? - Did you observe how other people were moving? Did you make any assumptions about it? <p>In the bigger group:</p> <ul style="list-style-type: none"> - What did you learn about yourself and others in the activity? - How is identity lined to values we believe and express? - How does it impact the way we work with young people? <p>We may need to explain here the notion of identity.</p> <p><i>Identities are emergent; they come to be in communication contexts</i></p>	
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		<p><i>Identity is an idea that people have created to better understand and describe how individuals perceive themselves</i></p> <p><i>As individuals, we use this mental concept of identity to make sense of ourselves (what we are or may become) as well as to make sense of the world around us. It helps us to orient, position, and define ourselves in the social world in relation to other people.</i></p> <p><i>Identity is also an output because it is defined in relation to social groups or roles</i></p> <p><i>An individual's idea of oneself emerges from social comparison and/or inclusion of others into one's own identity</i></p> <p><i>Identity:</i> <i>"traits and characteristics, social relations, roles, and social group membership that define who one is" (Oyserman et al. 2012)</i></p> <p><i>Identity in Short</i></p> <ul style="list-style-type: none"> • <i>Identity/Self are mental concepts and dependent on and shaped by the context.</i> • <i>Our self-evaluation also depends on the context.</i> • <i>Identity involves taking actions to feel good about oneself.</i> • <i>We all use the same processes to evaluate ourselves, even though the content of this evaluation is changing with each situation.</i> <p>Activity: Choose your neighbour</p> <p>The PAX get 5 minutes to make a list of the people they would prefer to sit next to. They have to write down, from 1 to 4, based on a set of pictures they get</p>	
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		<p><i>Who do you want to sit next to? Make a list</i></p> <p>The PAX get 10 minutes in small groups to agree on a list of four people and the order</p> <p><i>Please agree on four people</i></p> <p>The PAX are asked to present their list to the others. The facilitators take notes on a flipchart or the blackboard how often the people are named. Afterwards, the notes are used to compare the lists and the debriefing questions are asked.</p> <p>Revealing who the people in the pictures are in real life. The facilitators present the people and check whether the groups want to change their list or order now that they know more about the people</p> <p><i>How was it? How did you feel? Was it easy? (Why not)? How did you make your list? Why is this passenger especially popular/unpopular to sit next to?</i></p> <p><i>How did you proceed and make your list? How could you have preferences, even though you did not know the person? Can you give examples of real life situations?</i></p> <p>11:00 Coffee break</p> <p>11:30 - 12:00</p> <p>Activity: Choose your circle: finding 3 people you trust Check similarities in terms of identity with yourself</p>	
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		<p>Debrief: Link this to their work with YMRA, youth work</p> <p>12:00 - 13:00</p> <p>Input on what microaggressions are and then the groups come up with examples from their own experiences.</p> <ul style="list-style-type: none"> ● microaggressions that they have faced and that they have committed ● microaggressions that they have observed <p>The groups share their outcomes</p>	

TITLE OF THE SESSION	2.2- Clarifying frames and concepts: HRE and ICL integrative approach		
DESIGNER (PERSON WHO PREPARED)	Nadine		
DATE AND TIME	<i>Day 2, 14:30-18:00</i>		
SPACE AND TECHNICAL REQUIREMENTS (MATERIALS)	Plenary Flipchart and maybe video-projector		
SESSION OBJECTIVES	<ul style="list-style-type: none"> ● To introduce the concepts of HRE and ICL ● To clarify the link between these concepts in relation to youth work and inclusion of minorities ● To reflect on dilemmas related to HR 		
THE SESSION STEP BY STEP	Time (from-to)	Description	Comments / Responsible
	14:30	<i>Brainstorming in plenary on HR, HRE and ICL, Rights-based approach</i>	
	14:40	Input on concepts in plenary: <i>Clarifying concepts: What is HRE? What is ICL?</i> <i>Introduce the integrative approach chosen by BpE</i>	
	15:15 - 16:15	<p>Dilemmas in HR and how to tackle them</p> <ul style="list-style-type: none"> ● Some young people do not want to integrate ● <i>It is ok to use violence in order to reach peace</i> ● Providing shelter to young people is more important than access to youth work ● Some religions are not compatible with human rights ● There is no space for religion in youth work ● Migrants arriving in Europe need training on sexual awareness <p>Debriefing:</p> <ul style="list-style-type: none"> ● Complexity of human rights ● Dogmatism vs. relativism 	

		<ul style="list-style-type: none"> • Anything would change in their practice? 	
	16:45 - 17:05	Group work: Groups of 4-5 participants exchange about challenging youth work situations related to HR and ICL and choose one situation per group. <i>Looking back at the challenges that you have identified during the first day how would you put them into HR framework</i> .	
	17:15 - 18:00	Asking them in plenary about the highlights, which rights that they have linked the challenges to	

TITLE OF THE SESSION	2.4- Reflection groups		
DESIGNER (PERSON WHO PREPARED)	Nadine		
DATE AND TIME	<i>Everyday from day 2 to day 4 18:00-18:30</i>		
SPACE AND TECHNICAL REQUIREMENTS (MATERIALS)	Spaces for small groups of 5-6 participants to sit together in an informal comfortable way		
SESSION OBJECTIVES	<ul style="list-style-type: none"> ● To create a ritual moment to reflect on the day both at personal level and at meta-level as trainers ● To plan daily transfer of developed competences into local realities ● To exchange about learning, feeling and questions in a safe environment 		
THE SESSION STEP BY STEP	Time (from-to)	Description	Comments / Responsible
	18:00	<p><i>On the 2nd day, participants are split into mixed groups with whom they will meet every evening to reflect on the day. Reflection groups are self-facilitated around 2 main questions:</i></p> <ol style="list-style-type: none"> <i>1. How was the day for me?</i> <i>2. What happened today?</i> <i>3. What from today would I transfer into my work reality? What would I adapt and how?</i> <p><i>This can be written in a form and can be used as a basis for the development of the national training course.</i></p>	

TITLE OF THE SESSION	3.1- Tackling controversial issues in youth work and training		
DESIGNER (PERSON WHO PREPARED)	Nadine		
DATE AND TIME	<i>Day 3, 09:30-13:00</i>		
SPACE AND TECHNICAL REQUIREMENTS (MATERIALS)	Plenary room		
SESSION OBJECTIVES	<ul style="list-style-type: none"> ● To introduce the concept of controversial issues in training and youth work ● To get participants to reflect on their way to respond to controversial issues in training contexts ● To reflect on trainers' own values and beliefs and how these impact training settings. 		
THE SESSION STEP BY STEP	Time (from-to)	Description	Comments / Responsible
	09:30	Introduction to the day	
	09:40	Participants get into 4 working groups and discuss on: <ul style="list-style-type: none"> - What concrete controversial situations do you face in your youth work practice/ work with young people/ as a trainer? - What makes these issues controversial? - Choose one situation out of the examples in the group: Prepare a short scene showing the situation, without providing a solution 	
	10:15	Forum theatre in plenary: Each group shows their scene. Participants can intervene and propose a solution/ a way of intervening as a youth worker to transform the situation	
	11:00	Coffee break	

	<i>11:30</i>	Thinking about the challenges, and imagining that these challenges are solved. What is your vision of inclusive youth work. Prepare a 2 minute video	
	<i>12:40</i>	Presentation of videos	

	3.2 Participatory Approaches and Youth Participation		
DESIGNER (PERSON WHO PREPARED)	<i>Cihan</i>		
DATE AND TIME	<i>Day 3, 21.06.2019</i> <i>14:30 - 16:00</i>		
SPACE AND TECHNICAL REQUIREMENTS (MATERIALS)	<ul style="list-style-type: none"> ● Drawing of RMSOS model ● Statements on flipchart/on screen ● Agree/Disagree signs 		
SESSION OBJECTIVES	<ul style="list-style-type: none"> ● to reflect on concepts, scope and the different ways of understanding “youth participation”; ● to initiate a debate on young people’s attitudes to participation ● to raise awareness of participants’ own attitudes and limitations in working on issues of participation; ● to broaden participants’ perspectives and approaches in dealing with youth participation; 		
THE SESSION STEP BY STEP	Time (from-to)	Description	Comments / Responsible
	14:30 - 14:35	<p><i>Introducing the ladder of participation</i></p> <p><i>Examples from their local context</i></p> <p><i>Introducing RMSOS</i></p> <p><i>RMSOS Model and Revised European Charter on the Participation of Young People in Local and Regional Life:</i></p> <p><i>The Charter proposes an approach that can be used in all areas of young people’s involvement at local level, such as when running participatory projects for youth, building youth-adult partnerships or setting up youth organisations and groups, etc.</i></p> <p><i>The charter’s approach to participation is the so called “RMSOS” approach and is based on the five keywords mentioned in the document’s preamble: Right, Means, Space, Opportunity and Support.</i></p>	

		<p><i>It is based on the principle that meaningful youth participation can only take place when the right conditions have been created and all the actors involved in participatory work have been given the responsibility to ensure that these conditions are present.</i></p> <p><i>The five keywords, Right, Means, Space, Opportunity and Support, represent the main factors having an influence on youth involvement at local level.</i></p>	
	<p>14:35 - 14:50</p>	<p><i>Ask participants to split into groups of five people. Each group is given one of the RMSOS concepts to discuss and they should then answer the following questions:</i></p> <p><i>a. What do you think this concept means?</i> <i>b. What are the consequences of this concept for participation?</i></p>	
	<p>14:50 - 15:00</p>	<p><i>Ask the groups to prepare a creative performance (a song, poem, sketch, drama, pantomime, ballet, etc.) presenting the main conclusions of their discussions.</i></p>	
	<p>15:00 - 15:20</p>	<p><i>Invite the groups to perform their creative piece. Ask the rest of the participants to discover which of the RMSOS elements has been presented and how they interpret the poem, song, etc</i></p>	
	<p>15:20 - 15:30</p>	<p><i>In a plenary discussion, participants might be asked to go through each of the concepts and try to come up with a common understanding of what they mean in relation to the charter and to youth participation</i></p>	
	<p>15:30 - 15:35</p>	<p><i>Start with a brief introduction that after having a more clear understanding of youth participation we will now put it to a real-life context and try to have a better understanding about the challenges of challenges of participation in day-to-day life.</i></p>	

		<p><i>How do YMRAs participate in youth work in their local youth work reality.</i></p>	
	<p>15:50 - 16:15</p>	<p><i>Debriefing:</i></p> <p><i>Possible questions:</i></p> <ul style="list-style-type: none"> ● <i>Was it difficult to make a choice where to stand? Why?</i> ● <i>What arguments were used? Those based on facts or on emotions?</i> <ul style="list-style-type: none"> ○ <i>Which were more effective?</i> ● <i>Are there any comparisons between what people did and said during the exercise and what they do in reality?</i> ● <i>Are the statements valid?</i> ● <i>Was the exercise useful? Why?</i> 	

TITLE OF THE SESSION	3.3 OPEN SPACE TECHNOLOGY		
DESIGNER (PERSON WHO PREPARED)	Nadine		
DATE AND TIME	15:30-18:30		
SPACE AND TECHNICAL REQUIREMENTS (MATERIALS)	Various rooms or corners for the parallel discussions/ presentations to take place A big wall with a table including parrallel clusters with spaces and times (see below)		
SESSION OBJECTIVES	<ul style="list-style-type: none"> ● to provide participants with the opportunity to share own practices, expertise and projects related to youth work with YMRAs ● To create a frame for networking and sharing experiences ● To contribute to setting first milestones for developing own training ideas by getting inspired by others' work 		
THE SESSION STEP BY STEP	Time (from-to)	Description	Comments / Responsible
	15:30	<i>Introduction to OST Participants are asked to write topics they would like to discuss or share about on a piece of paper and stick them on the table on the big wall.</i>	
	16:30	OST begins: Participants freely choose which topic they want to join. They can either stay in one fixed group (butterflies) or move between discussions and groups (bees)	<i>Hosts of discussions are asked to provide us with a short summary of their discussion or topic</i>
	18:00	Feedback from OST in plenary	

Golden rules of OST:

- Whenever it starts is the right moment
- Whoever comes are the right people
- Whatever happens is the only thing that could happen
- Whenever it's over, it's over

TITLE OF THE SESSION	4.1- Parallel workshops on 4 clusters		
DESIGNER (PERSON WHO PREPARED)	Nadine		
DATE AND TIME	<i>DAY 4, 09:30-13:00</i>		
SPACE AND TECHNICAL REQUIREMENTS (MATERIALS)	2 rooms		
SESSION OBJECTIVES	<p>To develop competences of trainers on 4 areas identified within the cluster group meetings:</p> <ul style="list-style-type: none"> ● Self-care and well-being of youth workers ● Professional development ● Organisational development ● Networking and advocacy ● Other 		
THE SESSION STEP BY STEP	Time (from-to)	Description	Comments / Responsible
	09:30	<p><i>Introduction to the day</i> <i>Participants should have signed up for 2 workshops the day before.</i> <i>Their training needs will also have been checked beforehand in the online session.</i> <i>The two trainers run one workshop each/ timeslot, so that participants have the chance to pick the 2 topics that are most relevant to them out of the 4.</i> <i>If participants feel ready to run a workshop themselves on one of those or other topics, this could also be an option.</i></p>	
	09:45	Workshop 1/2	
	11:00	Coffee break	
	11:30	Workshop 3/ 4	
	13:00	Lunch	

TITLE OF THE SESSION	4.1.1- Advocacy		
DESIGNER (PERSON WHO PREPARED)	Cihan		
DATE AND TIME	DAY 4, 09:30-11:00		
SPACE AND TECHNICAL REQUIREMENTS			
SESSION OBJECTIVES	<ul style="list-style-type: none"> ● To develop an understanding of the link between rights and responsibilities ● To develop discussion and co-operation skills ● To have a better understanding about how advocacy would work 		
THE SESSION STEP BY STEP	Time (from-to)	Description	Comments / Responsible
	09:35	<p><i>Explain that the purpose of the activity is to draw a "map" of the relationships between four "actors" within (an ideal) democratic society.</i></p> <p><i>Divide the participants into four equal-sized groups to represent four "actors" in a democracy: the government, the NGOs working with YMRA, media and a group of young people</i></p> <p><i>Give each group a sheet of A4 paper and a pencil to use for making notes and ask them to spend ten minutes brainstorming the role that their "actor" plays in a democratic society, that is, what the main functions that it performs are. At the end of the time, they should agree on the three most important functions.</i></p>	
	09:50	<p>Next they are going to prepare their "record sheets". Hand each group a large sheet of paper (A3 or flip chart paper) and a red marker pen, and ask them to write down the "actor" they represent at the top and underneath, their three most important functions.</p> <p>Give them fifteen minutes to brainstorm what they require from each other, in order to carry out their own functions. When the time is almost up, ask the groups to prioritise the two most important demands they make of each of the other</p>	

		"actors" and to list these under separate headings using the green marker pen.	
	10:05	<p>Hand out the copies of the "Rules of play", go through them and make sure everyone understands what they have to do. Then ask the groups to bring their "record sheets" into the middle of the room and to lay them in a square about 1m apart</p> <p>The rounds of negotiation now begin. You should allow 10 minutes for each round. Remind people that the aim is to map out relationships between the different "actors"</p>	
	10:40	<p>Debriefing: Were there any disagreements within the groups about which claims should be accepted or rejected?</p> <p>Did the activity show people anything new about democratic society that they did not know before? Were there any surprises?</p> <p>What is the link with advocacy?</p> <p>Advocacy is the process that aims at creating or reforming public policies.</p> <p>Advocacy is a political process that involves the coordinated efforts of the civil society structures running the advocacy campaigns in order to change the existent policies and practices or the balance of power, the resources, the ideas and values that could affect the citizens in general or a particular group of citizens.</p> <p>REF: VeneKlasen, Lisa and Miller, Valerie (2002): A new wave of Power, People and Politics: An Action guide for policy and citizens participation, Oklahoma City.</p>	
	11:00	Lunch	

TITLE OF THE SESSION	4.1.3 Fundraising
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DESIGNER (PERSON WHO PREPARED)	<i>Cihan</i>		
DATE AND TIME	<i>DAY 4, 11:30-13:00</i>		
SPACE AND TECHNICAL REQUIREMENTS			
SESSION OBJECTIVES	<ul style="list-style-type: none"> • Have a better understanding about what fundraising is • Explore online tools for fundraising for NGOs 		
THE SESSION STEP BY STEP	Time (from-to)	Description	Comments / Responsible
	<i>11:30</i>	<i>Brainstorming about what participants understand from fundraising</i>	
	<i>11:40</i>	<p>Sharing the steps of fundraising for an NGO:</p> <p><i>Develop your fundraising goals</i> <i>Write down your fundraising plan</i> <i>Estimate the cost of fundraising</i> <i>Develop a timeline for your fundraising plan</i> <i>Identify funding sources</i> <i>Evaluate your fundraising plan</i></p> <p>Ask participants if this process if applicable at their organisations?</p>	
	<i>12:00</i>	<p>Ask participants to get into the group of three people: Distribute different names of fundraising tools to participants and ask them to search for information about these tools in 15 minutes.</p> <p>Groups share the outcomes in 15 minutes.</p>	
	<i>12:30</i>	<p>Introduce the toolkit on fundraising for refugee related projects</p> <p>https://www.refugee-action.org.uk/resource/fundraising-guide/</p> <p>and ask participants to choose one of the ideas from the toolkit to implement with their own organisation.</p>	
	<i>13:00</i>	<i>Lunch</i>	

TITLE OF THE SESSION	4.1.2- Parallel workshops on 4 clusters SELF-CARE and WELL-BEING OF YOUTH WORKERS		
DESIGNER (PERSON WHO PREPARED)	Nadine		
DATE AND TIME	<i>DAY 4, 09:30-11:00</i>		
SPACE AND TECHNICAL REQUIREMENTS			
SESSION OBJECTIVES	<ul style="list-style-type: none"> ● To develop competences of trainers on Self-care and well-being of youth workers ● Top identify youth workers' needs to take care of themselves and prevent burn-out ● Tio identify roles, competences and limits of youth workers, with a particular focus on working with YMRA ● To share tools and exercises to help youth workers prevent stress and fatigue 		
THE SESSION STEP BY STEP	Time (from-to)	Description	Comments / Responsible
	09:30	<p><i>Introduction to the workshop</i></p> <p><i>Delta question: Let's suppose, this workshop is useful and enriching, what will be different at 11:00? How do you notice?</i></p> <ul style="list-style-type: none"> - <i>Discussion: How do you as trainers/ youth workers take care of yourselves? What helps?</i> - <i>Emotions at the workplace: How can emotions be seen as resources? Sharing experiences on how to express emotions with colleagues and/ or young people</i> - <i>Solution focused approaches and tools:</i> <ul style="list-style-type: none"> ● <i>3 questions for a happier life,</i> ● <i>Heart coherence</i> ● <i>54321</i> ● <i>Bubble+ unicorn+ pico</i> 	

<p>REPORT NOTES (SYNTHESIS OF EMERGING KEY ISSUES, MOST IMPORTANT OUTPUTS, RESULTS OF THE SESSION – THAT WILL BE INCLUDED IN THE REPORT)</p>	<p>What helps youth workers to prevent fatigue and stress?</p> <ul style="list-style-type: none"> - Working as a trainer rather than a youth worker - Talk to colleagues/ partner - Share experiences - Accept our role in situations, and also the limits of our roles - Write a diary - Sports: Running, biking, swimming... - Therapy (private initiative, independent of work) - Supervision/ intervision (not always provided and not always safe enough to be taken as a real place of expression) - Looking for alternative jobs - Having free time completely disconnected from work issues - Having a network with people to realte to/ to delegate certain tasks/ questions to.
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Additional resources, links, handouts, further readings...(selfies)

When you catch a plane, the steward/ess says *“In case of depressurization, the oxygen masks will fall out. Please put your mask on before helping others”*.

This should also be taken as a rule for youth workers. In order to take care of others, it is essential to take care of oneself, to be connected to needs, but also to own limits.

3 questions for a happy life (Luc Isebaert)

Exercice to connect to solution focused aspects of life- Answering those 3 questions every day for 30 days enables the brain to make connections to solution-focused neuronal networks and to connect to own resources

1. One thing I did today that I feel proud or satisfied of
2. One thing someone else did today that made me feel good
3. One more good thing today

54321

Exercice coming from hypnotherapy in order to ground oneself in situations of high stress, anxiety or panic, or sleeping issues

5 things I see here

5 things I hear

5 things I feel in my body

4 things I see...hear...feel

3 things I see...hear...feel

2

1

This exercise can be done for oneself or for someone else. The fact of focusing on senses in the here and now contributes to calming down.

Heart coherence

Heart coherence is the “ideal” breathing rhythm we should have in order for our organs and immune system to function well. In average, we should be breathing 5-6 times/ minute. In reality, in stressful lifestyles, we tend to breathe 12 times/ minute. This has an impact on concentration, ability to cope with stress, digestion, sleep and overall immune system.

Heart coherence exercises (apps on the phone or Youtube) allow us to train our breathing rhythm in order to relearn to be in heart coherence. Ideally, you should do the exercise 3times/ day during 30 days for your body to learn to breathe naturally in this way:

Apps can be found under following names:

- Respirelax
- Cohérence cardiaque
- Heart coherence

Bubble

In highly stressful work environments, our “vital space” for feeling good tends to be invaded by people coming to close, ideas, bad news or stories overwhelming us.

You can physically imagine that you are surrounded by a bubble, and try to imagine how big, broad and high this bubble is for you to feel “safe” in your personal space. You can then imagine that whoever comes to close will just knock against the walls of your bubble, and that you can choose what you let in or not.

TITLE OF THE SESSION	4.1.4- Parallel workshops on 4 clusters PERSONAL DEVELOPMENT Crisis Management and how to deal with trauma		
DESIGNER (PERSON WHO PREPARED)	Nadine		
DATE AND TIME	<i>DAY 4, 11:30-13:00</i>		
SPACE AND TECHNICAL REQUIREMENTS			
SESSION OBJECTIVES	<ul style="list-style-type: none"> ● To share experiences on how youth workers recognize and deal with crisis situations and traumatized young people ● To recognize the symptoms of trauma and know how to calm down oneself and others ● To get introduced to grounding exercises ● To clarify the limits of youth work when it comes to accompanying traumatized young people ● 		
THE SESSION STEP BY STEP	Time (from-to)	Description	Comments / Responsible
	<i>09:30</i>	<p><i>Introduction to the workshop</i></p> <p><i>Delta question: Let's suppose, this workshop is useful and enriching, what will be different at 13:00? How do you notice?</i></p> <ul style="list-style-type: none"> - <i>Brainstorming: What is trauma?</i> - <i>Introduction to 3 models on trauma:</i> <ul style="list-style-type: none"> ● <i>comfort, stretching, panic zone</i> ● <i>Window of tolerance</i> ● <i>Lake (resources) and mountains (traumatic events)</i> - <i>Grounding exercises in case of over-activation (pushing walls, pushing hands) and in case of under-activation (pulling arm and tearing person up)</i> - <i>Working with scales in a solution-focused way: connecting people to</i> 	

		<i>their resources rather than focusing on problems.</i>	
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Additional resources, links, handouts, further readings...(selfies)

When we talk about trauma, people imagine the worst things and the word itself triggers. Trauma is an undigested, unfinished learning experience. Something happened that stopped our development. This event got stuck in the hippocampus and whenever we think of it, we show strong body reactions.

Human beings have a capacity to switch into survival modus whenever in danger. They can go into

- over-activation (fight or flight modus): sweat, quick and short breathing, strong heartbeat, searching eyes, shaking
- or under-activation (freeze modus): loose muscles, empty look, pale colour

When the danger is over, the body goes back to normal.

In the case of trauma, any trigger (a colour, a smell, a sound, a word, a memory) can bring the body back to the traumatic event and provoke survival reactions, although there is no apparent danger.

1. Please keep in mind that this is not conscious or voluntary: Young people who fall into over-activation or under-activation are suffering themselves.
2. Talking about what happens is not useful. In case of strong physical reactions, the only adapted reaction is PHYSIOLOGICAL. You need to calm the body down through grounding exercises (coming back to here and now). This can be done through 54321, pushing walls, pushing someone’s hands etc...
3. Youth workers are not psychologists. They do not need to know someone’s story to be able to help them. Get away from content and focus on first aid, which consists of calming down the body. Then you can refer the person to professional psychologists/ psychiatrists.
4. The more trauma, the more resources. People who have been through a lot, which is often the case of YMRA, must have a lot of resources if they managed to overcome all of this. The work of youth workers is to help young people connect to their resources, make them realise that they have them...It is also about creating small comfort zones in here and now (drinking tea, coffee, music, dances, sports, regular meetings) where the young people can feel safe.
5. When working with scales (on a scale from 0-10, where 0 means “I’m really bad” and 10 means “I feel great”, where are you today?), please focus on what is there, rather than what is not: “How do you manage to be at 3? What is the 3 made of? How did you manage to get up this morning and come here if you are at 0? This will help the person connect to their resources and what helps them to survive.

In conclusion, youth work with traumatized young people is about recognizing symptoms, making sure you are calm yourself, helping them to calm down their body in crisis situation and then refer to professionals. At no moment do you need to know what happened to them or why they react in such way. However, you can be of strong support in creating local boundaries, small comfort zones and a feeling of belonging.

TITLE OF THE SESSION	<i>Session 4.2 – Developing training programmes for national TCs</i>
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DESIGNER (PERSON WHO PREPARED)	Nadine		
DATE AND TIME	<i>DAY 4 14:30-18:00</i>		
SPACE AND TECHNICAL REQUIREMENTS (MATERIALS)	<ul style="list-style-type: none"> ● Video-Projector ● Print-out of the template (see attachment) 		
SESSION OBJECTIVES	<ul style="list-style-type: none"> ● To develop national training programmes in order to multiply the learning and competences developed in this course at national level ● To prepare a concrete transfer of knowledge, skills and attitudes into local realities of trainers 		
THE SESSION STEP BY STEP	Time (from-to)	Description	Comments / Responsible
	14:30	<ul style="list-style-type: none"> ● <i>Review and explain the expectations of the national trainings</i> ● <i>Revisit the programme of this training week and the different sessions</i> ● <i>Introduce the implementation form and explain it through examples of how we prepared this course (session outlines)</i> ● <i>Let participants discuss if they want to develop their trainings alone or in groups</i> 	
	15:00	<i>Participants work on their plans</i>	<i>All trainers should be available for questions/ feedback</i>
	17:15	<i>Presentation of the plans and discussion in plenary</i>	<i>All trainers should be available for questions/ feedback</i>

	5.1 How to Build Resilience
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DESIGNER (PERSON WHO PREPARED)	<i>Cihan</i>		
DATE AND TIME	<i>Day 5, 21.06.2019</i> <i>09:30 - 11:00</i>		
SPACE AND TECHNICAL REQUIREMENTS (MATERIALS)	<ul style="list-style-type: none"> ● a4 papers ● Pens ● Markers ● Flipchart papers ● List of factors building/breaking resilience 		
SESSION OBJECTIVES	<ul style="list-style-type: none"> ● To have a clear understanding about the concept of resilience and its link with youth work, ● To identify the possible resilience tools, ● To establish a solution-focused approach when faced challenges. 		
THE SESSION STEP BY STEP	<i>Time (from-to)</i>	<i>Description</i>	<i>Comments / Responsible</i>
	10:00	<i>Caring for myself is not an indulgence. It is self-preservation and that is an act of political warfare." - Audre Lorde</i> <i>Ask participants about how they see this quotation linked with the concept of resilience</i>	
	10:10	<i>Divide participants into the groups of four and ask them to draw draw an image (metaphor) that represents resilience.</i>	
	10:20	<i>Ask the same groups to also write down the associated behaviours and emotions that can accompany resilience.</i>	
	10:30	<i>The groups explain the image and the behaviours/emotions linked with it. The keywords about the definition will be collected on a flipchart</i>	
	10:45	<i>Lists of factors building resilience will be shared with the participants:</i> <i>Emotional Control</i> <i>Making Meaning</i> <i>Proactivity</i> <i>Realistic Positivity</i> <i>Elasticity</i> <i>Support</i> <i>Solution Finding</i> <i>Self-Belief</i>	

		<p><i>Humour</i></p> <p><i>Acceptance</i></p> <p><i>Seeing the big picture</i></p> <p><i>Gaining perspective</i></p> <p><i>Creating a support network</i></p> <p><i>Knowing how to self-protect</i></p> <p><i>Factors Breaking Resilience:</i></p> <p><i>Overload – too much to do in too little time</i></p> <p><i>Unanticipated bad news</i></p> <p><i>Difficult managers, colleagues, etc.</i></p> <p><i>Unresolved conflict</i></p> <p><i>Sustained criticism</i></p> <p><i>Emotional or physical shocks</i></p> <p><i>When things don't go according to plan</i></p>	
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	5.2 Evaluation and Follow-Up		
DESIGNER (PERSON WHO PREPARED)	Cihan		
DATE AND TIME	<i>Day 5, 21.06.2019</i> <i>11:30 - 13:00</i>		
SPACE AND TECHNICAL REQUIREMENTS			
SESSION OBJECTIVES	<ul style="list-style-type: none"> ● To reflect on learning throughout the training (attitudes, skills & knowledge) ● To have a clear overview of the information flow during the seminar ● To provide a sense of further actions 		
THE SESSION STEP BY STEP	Time (from-to)	Description	Comments / Responsible
	11:30 - 12:00	<i>Self portrait of me after the training</i> <i>Each pax draws a silhouette of themselves on a flipchart paper and they will fill it with:</i> <i>head: knowledge</i> <i>hands: skills</i> <i>heart: emotions and attitude</i> <i>It can be as colourful as possible and full of symbols if they want</i>	
	12:00 - 12:20	<i>Visual Evaluation:</i> <i>Hot chair</i> <i>Participants evaluate their level of satisfaction according to some criteria. The more satisfied they are, the closer they come to the chair.</i> <ul style="list-style-type: none"> - Overall satisfaction - Programme flow - Methods and methodology - Group atmosphere - Logistics (food, rooms,...) - Own contribution 	
	12:20 - 12:40	<i>Reflection on next steps and how participants stay in touch</i> <i>How do we share info/ files/ tools?</i>	

	<p>12:40 - 13:00</p>	<p><i>Round of last words to allow participants to share their feelings in a structured way. Participants are asked to say three sentences by finishing the phrases:</i></p> <p><i>I feel that...</i> <i>I hope that...</i> <i>I believe that...</i> <i>I feel more confident to....</i> <i>I changed my opinion on...</i> <i>I still wonder...</i> <i>I missed...</i> <i>I really liked</i> <i>If I summarized this week through a song, it would be...</i></p>	
<p>REPORT NOTES (SYNTHESIS OF EMERGING KEY ISSUES, MOST IMPORTANT OUTPUTS, RESULTS OF THE SESSION – THAT WILL BE INCLUDED IN THE REPORT)</p>	<p>Participants drew their silhouette, adding the competences they developed during this course as well as the ones they still need to develop (knowledge, skills, attitudes).</p> <p>Here are some comments:</p> <ul style="list-style-type: none"> - I now know that I don't know - I found out that I am less lonely now. Before, I did my things in my little village. Now I know there's is a community of people everywhere to help and support me. I'm still looking for a home, but being here makes me think maybe Europe can be my home. - Seeing the trainers with us was like dancing together. It was respectful leadership, giving us the floor to express and guiding us in a respectful way through the programme. - It was great to have people who are not nationals from the countries we live in. To also have participants who have a refugee or migrant background themselves. this made a real difference. Please keep this in mind, involve the people we are talking about in all training courses - I learnt that we need to use the community more and we need to be smarter in the way we approach things. - I learnt so many tools and methods that I can use. I really liked them. <p>The competence drawing should be kept and looked at again before our evaluation meeting on 9th September.</p> <p>Next steps:</p> <ul style="list-style-type: none"> - The trainers put documents on a google drive - Giovanna creates a FB page for the group to share. We share a link to the google drive on FB - Evaluation meeting on 9th September evening. - Wish to organise an international follow-up course 		

- **Annex 3: Presentation: Next steps for preparing and running National training courses**



WHY FROM EUROPEAN LEVEL TO NATIONAL LEVEL?

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NOT ALL YOUTH WORKERS SPEAK ENGLISH
- 

NOT ALL YOUTH WORKERS CAN SPEND ONE WEEK ABROAD
- 

NEED TO STRENGTHEN THE COMPETENCES OF THOSE WORKING AT LOCAL LEVEL
- 

WISH TO ENLARGE THE NETWORK AND THE DEBATE

WHAT'S YOUR ROLE?

- To be motivated and feel like being part of the team who will facilitate the National Activities in 2019/2020



HOW DOES IT WORK?



Each National Agency will design a national training course with your support, possibly!



The funds for the national training course are those from TCA (Training and cooperation activities)



The training courses will be run at national level and involve local participants



The implementation period foreseen is from September 2019 to September 2020, depending on the National Plans of the NAs

BASIC INFO ABOUT THE TRAINING COURSES



Target group: youth workers, active at local and national level. Working with young migrants, refugees and asylum seekers



Aims: Generally to strengthen the youth workers' competences. NAs will define the specific objectives with the team and they are open to embrace «YOUR» ideas.



Duration of the TC: from 2,5 days to 5 days, depending on National context and National Agency. Dates will be agreed with NAs



Methodology: based on NFE principles. You can bring your ideas and contribution!

CONTACTS WITH NAS

■ BELGIUM

Sofie Van Zeebroeck &
Inez Adriaensen
Sofie.VanZeebroeck@jint.be
Already agreed on a meeting
for planning the TC in July
2019

■ GERMANY

Ingrid Mueller
Mueller@jfemail.de
2 National TCs in 2020 (3 days
each) for youth workers
(professional or volunteers),
with some practical
experiences
Please, contact her to start
designing the TCs

CONTACTS WITH NAS

■ ITALY

Giuseppe Gualtieri

g.gualtieri@agenziagiovani.it

Silvia Volpi s.volpi@agenziagiovani.it

1 TC for youth workers in 2020

Please, contact them for start planning and design the TC.

■ MALTA

Steven Mifsud and David Pace

steven.mifsud@gov.mt

1 TC for youth workers in 2020 (first half)

Already agreed for a meeting in June 2019

CONTACT WITH NAS

■ PORTUGAL

Joao Vilaça

joao.vilaca@juventude.pt

Short term TC in 2020

Please, contact him to agree on a meeting to start planning the TC

■ SLOVENIA

Ziva Mahkota

ziva.mahkota@movit.si

TC in 2019, already in contact with trainers

Ready to work!

CONTACT WITH NAS

■ SWEDEN

Ellen Gosdoun

ellen.gosdoun@mucof.se

TC in 2020

Please, contact her to agree on a meeting to start designing the TC

■ Norway (associated partner)

Erik Langbraten

erik.langbraten@bufdir.no

Please, contact him to check how to plan the follow up within the TCA.

If supported is needed, please

contact Silvia Volpi

s.volpi@agenziagiovani.it