



BEING YOUR HOST

Better INclusion of YOUng Refugees in Hosting Societies

TOOLBOX

Non-formal education and learning tools in the field of community work with and for young refugees



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The toolbox is intended as an open learning resource for youth workers that are engaged in community work with young refugees, asylum seekers and young people with migration background. Specifically: project managers, community leaders, educators, facilitators, social workers, intercultural mediators that are interested to improve their ability in the social inclusion of excluded groups.

The toolbox could also be used in formal settings such as schools, colleges and universities addressing development challenges as well as for project managers and experts engaged in the design and implementation of development programmes and initiatives addressing young refugees and migrants. The toolbox is also intended for other interested users who are either new to the field or have limited experience.

The toolbox consists of a series of samples of non-formal learning activities, background texts, references and direct web-based links to useful sources of information, including a case study on “unaccompanied refugee children”. The learning activities are structured to be simple and practical, along with concrete guidelines and samples that users can put into practice in their daily work and adapt to a variety of educational and community contexts. Each of the learning activities in the toolbox leads on from the previous one in a logical progression.

The toolbox is developed in the frame of the project “BEING YOUR HOST - Better INclusion of YOUng Refugees in Hosting SocieTies” funded with the support of the Erasmus+ programme of the European Union, Key Action 1 - Mobility of youth workers.

BEING YOUR HOST: Better Inclusion of YOUng Refugees in HOsting SocieTies

Type	Training course
Course organizer	PRISM – Promozione Internazionale Sicilia-Mondo
Partner organizations	<p>United Societies of Balkan, Greece Youth Eurasia, Turkey Youth Spirit, Jordan Youth Association for Envir & Cult, Algeria Centre for strategies for youth development, Romania Chabibeh Sporting Club, Lebanon U-20 Volunteers Network, Egypt Fundación Red Íncola, Spain</p>
Name of the experts / trainers involved	<p>Zsofia Toth, trainer and facilitator Fausto Amico, trainer Ahmed Isaac, trainer</p>
Course introduction	<p>The Training Course “BEING YOUR HOST” aims to support and equip youth workers with knowledge, key competences and employable tools that are needed to act as inclusive agents in their local communities and enhance the human and socio-professional integration of young refugees and migrants. The TC is focused on intercultural learning and the use of non-formal education. It includes learning tools that can be used in the context of youth work with young refugees, supporting inclusive agents in the process of ‘being better hosts’.</p>
Specific objectives	<ul style="list-style-type: none"> - To strengthen the knowledge, key competences and employable tools of youth workers who work with and for young refugees in using innovative approaches to deal with arrival assistance and trauma, development of interpersonal skills, active participation, orientation and social inclusion of refugees in EU and South Mediterranean countries. - To empower the role of youth workers as positive agents for social change and inclusive growth in multicultural communities in the Euro-Mediterranean region.
Expected results	<ul style="list-style-type: none"> - Increased socio-professional development of N.23 youth workers (YW) that are equipped with knowledge, key competences and employable tools needed to work with and for young refugees in using innovative approaches to deal with arrival assistance and trauma, development of interpersonal skills, active participation, orientation and social inclusion of refugees in EU and South Mediterranean countries. - Shared good practices related to youth work, social inclusion and active participation of young refugees in EU and South Mediterranean countries. - Increased transnational cooperation, exchange of good practices and capacity building between N.9 organizations and YW that are active in the field of migration, youth and social inclusion in EU and South Mediterranean countries. - Developed an informal network of youth workers promoting follow up projects and initiatives at both local and Euro-Mediterranean level.

Topics	Topics of the Training Course include: diversity, interculturality, youth work, cooperation, communication, teamwork, migration, reception, human rights, refugee rights, unaccompanied minors, conflicts, equal opportunities, project cycle management, intercultural mediation, psychosocial support, mentoring, volunteer and human resource management, EU Youth Strategy, key competences.
Learning methods & approaches	Learning methods & approaches include: cooperative and intercultural learning, reflection exercises, pitches, (small) group discussions, dialogue, ice breakers, energisers, team building games, brainstorming, buzz groups, role playing, analysis of case studies, networking, drama education and theatre of the oppressed.
Target groups	Youth workers that are engaged in community work with young refugees, asylum seekers and marginalized young people with migration background. Specifically: project managers, community leaders, educators, facilitators, social workers, intercultural mediators that are interested to improve their ability in the social inclusion of excluded groups.

BEING YOUR HOST: BETter INclusion of YOUng Refugees in HOsting SocieTies

	MORNING 10.00-13.00	AFTERNOON 15.00-18.00
Day 1	Arrival	
Day 2	<p>Focus: Getting to know each other</p> <p>Welcome & Official opening: Introduction of the team and the TC</p> <p>Introduction of participants: Name games and icebreakers</p> <ul style="list-style-type: none"> - Crosswor(l)d - Speed-dating <p>Our expectations, fears & wishes & Our group contract</p>	<p>Focus: Human Migration</p> <p>Team-building activity: Human Knot</p> <p>Fishbowl exercise: Causes and effects of human migration</p> <p>The journey: Identification of the stages of migration and reception</p> <p>Daily Evaluation & Reflection</p>
Day 3	<p>Foc us: Context Analysis</p> <p>Team-building activity: Crossing the river</p> <p>Exercise: In search of equal opportunities – 1 step forward</p>	<p>Focus: Problem Analysis</p> <p>Introduction to PCM</p> <p>Image theatre: refugees and the hosting communities</p> <p>An eye for details</p> <p>Daily Evaluation & Reflection</p>
Day 4	<p>Focus: Mentoring & psychosocial support</p> <p>Energizer: The Toaster</p> <p>My Story & My Life Projects: Personal development of ours and others</p>	<p>Focus: Intercultural Mediation</p> <p>Case study: The role of intercultural mediation in the practice of hosting</p> <p>Daily Evaluation & Reflection</p> <p style="text-align: center;">h. 20.30 Intercultural night</p>
Day 5	<p>Visit to Palermo: Community experience and intercultural tour Meeting and open discuss with refugee-lead youth associations</p>	

<p>Day 6</p>	<p>Focus: Planning of interventions</p> <p>Team building: A round of challenge</p> <p>Case study: Unaccompanied refugee children</p> <p>Forum theatre: turning needs into solutions</p>	<p>Focus: Objective analysis</p> <p>Project development for 'Being better hosts' I.: Problem & Objective analysis</p> <p>Daily Evaluation & Reflection</p>
<p>Day 7</p>	<p>Focus: Strategy analysis</p> <p>Energizer: Bang-bang</p> <p>Project development for 'Being better hosts' II.: Strategy analysis</p> <p>Group dynamics and Human Resource Management in youth organisations</p>	<p>Focus: Community projects</p> <p>Project development for 'Being better hosts' III.: Workplan</p> <p>Daily Evaluation & Reflection</p> <p>h 19.00</p> <p>World Café: different Community projects & youth work with refugees in EU and South Mediterranean countries.</p>
<p>Day 8</p>	<p>Focus: Evaluation & follow Up</p> <p>Project development for 'Being better hosts' IV.: Evaluation & Follow up</p> <p>Erasmus+ & the EU Youth Strategy 2019-27</p>	<p>Focus: Closing</p> <p>Reflections on the learning experience & its transferability: key competences & Youthpass</p> <p>Closing</p>
<p>Day 9</p>	<p>Departure</p>	

TOOL NO1: CROSSWOR(L)D

Type of Activity	Name game
Objectives	To facilitate the process of getting to know each other among participants and the project team.
Description	<p>This activity starts with asking participants to write their name onto a flipchart paper, in the style of a crossword (horizontally, vertically linking to names already on the paper). Each of them is invited to come to the paper one after the other, write down and also say out their name and shortly introduce themselves with a few words, sharing with the others where they come from – or where they are locals-, which organisation they represent etc.</p> <p>Afterwards all participants are asked to stand up in a circle. The trainer explains that we will practice how good is our memory, and also improve it, so we can get more familiar with each other's name. The following method is explained:</p> <ul style="list-style-type: none"> - A person shall start crossing the circle, pointing to another member of the group, and saying his/her name loudly, approaching him/her, and standing at the place where he / she was standing at. - The person who was appointed and called, will start crossing the circle as well, and approaching and calling another person whose name he or she knows already. <p>The crossing of the circle continues until a good speed and flow is not reached. Participants meanwhile can be also asked to speed up and try to be fast and dynamic.</p> <p>In case the context and the group is fine, a second person can be also started for crossing the circle, in this way, 2 person will be walking in the same time, and the exercise becomes even more dynamic.</p>
Duration	30 min
Materials	/
Suggested reading / Resources	Compass: Manual for Human Rights Education with Young people, http://www.coe.int/en/web/compass/approaches-to-human-rights-education-in-compass
Debriefing & Reflection	It can be mentioned that it is natural that when we meet with several new people in the same time, it takes time to learn everyone's name. Participants should be encouraged to approach each other during the activities and their free time, and not be afraid to ask the other's name if they don't remember.

TOOL NO2: SPEED-DATING

Type of Activity	Ice breaker
Objectives	To support participants to increase their understanding on each other's background and personality, motivation to participate on the training, and the context they are living and working in.
Description	<p>Participants are asked to make two lines of chairs and sit down facing one line of the other. If they know some of the other participants from the group, they are recommended to sit next to each other (in the same line). Participants who are sitting facing each other will form a pair for the game, and the pairs will change during the exercise.</p> <p>The trainer introduces a few questions and asks the pairs to respond but only by one person in each pair in the first round, and by the other in the next round – so participants can practice active listening and the balance of the sharing are kept.</p> <p>The recommended time limit for each answer is around 2 minutes. After both participants of the pairs have responded to the question, one full line of participants are asked to move in one direction and sit on the next chair, therefore new couples are formed and the next question is introduced to them.</p> <p>Recommended questions:</p> <ol style="list-style-type: none"> 1. What brought you here to this training? 2. How could you describe the place and community you live in? 3. What are the main challenges you are facing currently? 4. What is your main resource/power that supports you to overcome challenges in your life? 5. What is the impact you would like to have on your community/environment where you live in? <p>Participants might naturally break the limits of responding 1 person at a time (within the pairs), if that is the case, we can flexibly adopt to it, and let it happen like that.</p>
Duration	30 min.
Materials	Chairs for each participant
Suggested reading / Resources	Compass: Manual for Human Rights Education with Young people, http://www.coe.int/en/web/compass/approaches-to-human-rights-education-in-compass
Debriefing & Reflection	<p>Recommended debriefing questions:</p> <ul style="list-style-type: none"> - How did you feel during this activity?

	<ul style="list-style-type: none"> - How did this activity affect on your connection to other members of the group? - Why was this activity done now at this part of the training course? - How this activity might be used in your context related to the integration of refugees?
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TOOL NO ₃ : OUR EXPECTATIONS, WISHES AND FEARS & OUR GROUP CONTRACT	
Type of Activity	Group exercise, Discussion
Objectives	<ul style="list-style-type: none"> - To identify and express the expectations, wishes and fears of participants related to the full duration of the Training Course and the project itself. - To practice the representation of others' needs - To facilitate the establishment of common rules and agree on the principles of the group.
Description	<p>Participants are asked to take post-its of 3 colours and identify their expectations, wishes and fears related to the TC and the project. They are asked to work individually. After they finished, they are asked to discuss their answers in small groups of 4-5 people and pay attention to what others in their group expresses.</p> <p>Afterwards 1 person from each group is asked to summarise their expectations, wishes and fears, representing the answers of all members of their group. The post-its of individuals are asked to be placed on a flipchart paper.</p> <p>After every group has expressed their needs, the group is asked all together to identify those basic principles that would help to achieve all expectations and wishes and prevent the manifestation of the topic of fears. The group members are asked to recommend rules that should guide the common learning environment for the full duration of the TC. After every recommendation, the group members are asked if they can all accept and agree with that specific rule.</p> <p>During the discussion the trainers are listing the rules the group agrees on, on a flipchart paper. Obviously, the trainers themselves can also recommend rules they consider important. The flipchart paper is placed on the wall of the training room on a visible place, so that the group can be seeing it as a reminder of their agreement.</p>
Duration	30-40 min.
Materials	Post-its (3 different colours), markers, pens, flipchart paper

Suggested reading / Resources	Compass: Manual for Human Rights Education with Young people, http://www.coe.int/en/web/compass/approaches-to-human-rights-education-in-compass
Debriefing & Reflection	Recommended questions for debriefing: <ul style="list-style-type: none"> - Why is this agreement necessary for our group? - What is the risk of not having a group agreement? - Do you think similar group agreements, and the expressions of expectations, wishes, fears can be also supporting other teamwork experience where you are involved in?

TOOL NO ₄ : HUMAN KNOT	
Type of Activity	Team-building activity
Objectives	<ul style="list-style-type: none"> - To learn how to communicate and cooperate in a challenging situation. - To identify feelings that appear in challenging teamwork situations.
Description	<p>The group is divided to 2 parts, each group is asked to form a circle, standing close to each other, with shoulders next to each other. The participants are asked to close their eyes, stretch their arms in front of them, and grab a hand with each of their hand. Afterwards, participants are asked to open their eyes and they are invited to try to unfold the chaos of hands and form a circle with no hands crossing each other.</p> <p>Participants are let free to solve the challenge. In case one group finishes earlier the task then the other, they are allowed to help the other group if they wish to. It needs to be shared that not all human knots are solvable.</p>
Duration	30 min.
Materials	/
Suggested reading / Resources	Compass: Manual for Human Rights Education with Young people, http://www.coe.int/en/web/compass/approaches-to-human-rights-education-in-compass
Debriefing & Reflection	Recommended questions for debriefing: <ul style="list-style-type: none"> - How did you feel during the activity? - What was helping you and your group while searching for the solution of this challenge? - How can you transfer this experience to other experiences in groupwork which is aiming to solve a challenge?

TOOL NO2: SPEED-DATING

Type of Activity	Discussion
Objectives	To give space for participants to share their views and understanding on the causes and effects of migration on individuals and the society.
Description	<p>At the start of the session, the trainers place 4 chairs in the middle of the circle where participants are seated. The trainers introduce the participants the guidelines of the exercise:</p> <ol style="list-style-type: none"> 1. Only the people who are sitting in one of the 4 chairs (inner circle) are invited to discuss the actual topic that is proposed by the trainer. 2. Anyone anytime can take the initiative to take one of the 4 seats. 3. If all the chairs are taken, a person, who wishes to join the conversation, can approach one person sitting in the inner circle, to give him/her the place. 4. At any moment of the discussion, a person from the inner circle can also change place and leave the inner circle. 5. The exercise finishes when ALL the participants have been sitting in the inner circle at least once, and contributed to the debate. <p>The main questions for the debate are:</p> <ul style="list-style-type: none"> - What can be the causes of migration of an individual? - What is the difference between a migrant and a refugee? - How much do you agree with the current definition of a refugee (in legal terms)? - What is the effect of migration on individuals and their environment? <p>Depending on the flow of the discussion, the trainers are introducing the new questions. It is important to follow the direction of the discussion, giving space to participants to discuss social, political, economic processes that are in the background of migration related to the topic of asylum-seeking.</p>
Duration	60 min.
Materials	Chairs for every participant (4 in the middle of a circle)
Suggested reading / Resources	<ol style="list-style-type: none"> 1. Migration and Development, International Organization for Migration (IOM), https://www.iom.int/migration-and-development 2. World Migration Report, 2018, International Organization for Migration (IOM) 3. Migration, Environment and Climate Change, 2009, International Organization for Migration (IOM), https://publications.iom.int/system/files/pdf/migration_and_environment.pdf
Debriefing & Reflection	<p>Recommended questions for debriefing:</p> <ul style="list-style-type: none"> - How did you like this activity? - What do you think about the setting of the activity and its rules on the debate? - What would have been different if the activity does not have this setting, but everyone is free to speak any time? How much the equal opportunities for sharing of views could have been happening?

	<ul style="list-style-type: none"> - What can we learn from this experience regarding group discussions? - Do you think you could use this activity in another context?
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TOOL NO6: THE JOURNEY: IDENTIFICATION OF STAGES OF MIGRATION AND RECEPTION	
Type of Activity	Discussion
Objectives	To share how participants see and understand the different stages of migration and reception
Description	<p>Participants are invited to brainstorm and share their views what are the stages that can be identified in the journey of migrants and refugees?</p> <p>After the identification of the stages, various theories and concepts can be discussed, and the group is asked to agree on one concept that they agree with the most. Participants are asked to share how those stages could be described? What are the characteristics of each stage? How long is it? Who are participating in the stage (stakeholders)? How the situation of the migrants and refugees can be supported in each phase?</p>
Duration	60 min.
Materials	Flipchart paper, markers
Suggested reading / Resources	<p>Resources and publications related to the topic are recommended to be consulted, such as:</p> <p>https://www.iom.int/key-migration-terms</p> <p>http://sophia.stkate.edu/cgi/viewcontent.cgi?article=14,11&context=msw_papers</p>
Debriefing & Reflection	<p>Recommended questions for debriefing:</p> <ul style="list-style-type: none"> - What did we learn that is important related to our concept and interventions in youth work with migrants and refugees? - How do you understand now the term refugee support? - How do you think the outcomes of this activity could help you in your work with the members of the hosting society?

TOOL NO7: CROSSING THE RIVER	
Type of Activity	Team-building activity
Objectives	<ul style="list-style-type: none"> - To stimulate cooperation, problem-solving and strategy development within the group - To increase group cohesion
Description	<p>If possible, the activity shall be facilitated outdoor.</p> <p>Participants are asked to stand on a line, which represents an imaginary river. The following imaginary context is described: The river is about 8</p>

	<p>meters wide. It is very dangerous and poisonous, if one's body part touches the water, they become blind. The group needs to go across the river, all of them, with the aim of keeping as many people healthy as possible.</p> <p>Since they can not touch the river, the group is given some helpful tools, kind of magical papers, that when put down to the river, start to float, and can also hold people on the top without sinking. The only problem with these papers is that the streamline of the river is too strong, so once put down, if no one is stepping on it, it will immediately be taken away. The group is given 10 magical papers.</p> <p>The group is invited to start crossing the river. Meanwhile, when they touch the river (any part of the floor outside the area of the magical paper), they become blindfolded. When someone is not stepping on a paper that has been 'placed on the river', it is taken away from the group and they have less help to use for crossing.</p> <p>The group can try to cross the river as many times as they wish. After they managed to cross, or in case they give up, the exercise is finished, and reflection questions can be posed. It can also happen that the group decide to finish the activity without successful completion, if they decide so.</p>
Duration	60 min.
Materials	Scarfs for blindfolding (5-10), 10 A4 papers
Suggested reading / Resources	Compass: Manual for Human Rights Education with Young people, http://www.coe.int/en/web/compass/approaches-to-human-rights-education-in-compass
Debriefing & Reflection	<p>Depending on the happenings during the activity, and the behaviour of the group, various reflection questions can be posed, such as:</p> <ul style="list-style-type: none"> - How did you feel during the exercise? - How did you as a group try to successfully overcome this challenge? - Who was needed for the successful completion of the task? - What did you learn from this exercise?

TOOL NO8: IN SEARCH OF EQUAL OPPORTUNITIES - ONE STEP FORWARD

Type of Activity	Role play
Objectives	Increase awareness of participants on inequalities in the society
Description	Participants are asked to form groups of 4-5 people. Each group is asked to write 3 role cards for the second part of the activity, presenting and

describing different persons' life situation and context with a few lines. The cards need to be about:

1. Card: A person from their group
2. Card: A person who is a friend of someone in the group
3. A refugee/migrant individual who is known personally by one person from their group

Participants are given enough time that is required to prepare the role cards (about 30 min). Afterwards, all cards are collected by the trainers, and 12 participants are asked to join the role-play while others are observers.

The 12 participants are asked to stand in one straight line. They are asked to take one of the role cards, read it and start imagining themselves in the shoe of that person. How are their every day lives? How do they feel? What challenges they face?

Participants are asked to listen to the following statements and every time they feel they (the person they play) can respond with yes to the statement, they shall take one step forward. The trainer reads out the following statements:

1. You have never encountered any serious financial difficulty.
2. You have decent housing, you have a phone and internet connection.
3. You feel that your language, religion and culture are respected in the society where you live.
4. You feel that your opinion on social, political issues matters, and your views are listened to.
5. You are not afraid of being stopped by the police.
6. You know where to turn for advice and help if you need it.
7. You have never felt discriminated against because of your origin.
8. You have adequate social and medical protection for your needs.
9. You can go for holiday once a year.
10. You can invite friends for dinner at home.
11. You have an interesting life and you are positive about your future.
12. You can / could study and follow the profession of your choice.
13. You are not afraid of being harassed or attacked in the streets or on social media.
14. You can vote in national and local elections.
15. You can celebrate the most important religious or traditional cultural festivals with your relatives and close friends.
16. You are not afraid of the future of your children.
17. You can buy new clothes at least once every three months.
18. You can fall in love with the person of your choice.
19. You feel that your competence is appreciated and respected in the society where you live.

The trainers are advised to read the statements slowly, allowing people to consider their choice. The creation of a peaceful, intimate atmosphere is crucial.

After the statements are all read, participants of the role play are asked questions, such as:

- How did you feel during the activity?

	<ul style="list-style-type: none"> - How did you feel yourself seeing others moving behind and in front of you? Were you thinking about 'who' they can be? Why they are progressing or why they are not moving? - Who were you representing? (Who is the person you were playing?) <p>Obviously, the observers are also invited to ask questions from the participants, and share their feelings and thoughts related to the activity.</p>
Duration	120 min.
Materials	Papers, pens.
Suggested reading / Resources	Compass: Manual for Human Rights Education with Young people, http://www.coe.int/en/web/compass/approaches-to-human-rights-education-in-compass
Debriefing & Reflection	<p>Recommended questions for debriefing:</p> <ul style="list-style-type: none"> - What did you feel during this activity? - Could this activity support you in raising awareness on the different opportunities we have? - How can this activity support you in your youth work related to refugees, including activities with members of the hosting communities?

TOOL NO9: INTRODUCTION TO PCM

Type of Activity	Workshop
Objectives	To introduce basic principles and assumptions related to Project Cycle Management
Description	<ol style="list-style-type: none"> 1. Introduce the project cycle and the key concepts related to its six phases: <ul style="list-style-type: none"> - Programming - Identification - Formulation - Financing - Implementation - Evaluation 2. Put the six phases of the project cycle on the floor as a scheme. Ask participants to place themselves according to what function they identify with the most. Possibly people identify with more than one, which is normal. Just try and select one that suits better than the rest, is the tip. 3. After this: have 5 x 5 discussions within the quarter why you chose this quarter. 10 min Then in mixed groups: build groups with

people from different quarters. 5 min Share why you chose yours.
10 min Address the benefits of having a diverse team.

This project's cycle highlights three main principles:

1. Decision making criteria and procedures are defined at each phase (including key information requirements and quality assessment criteria);
2. The phases in the cycle are progressive – each phase should be completed for the next to be tackled with success;
3. New programming and project identification draws on the results of monitoring and evaluation as part of a structured process of feedback and institutional learning.

What is a project?

A project is an independent operation with:

- Well defined and planned operational objectives, results, target groups and final beneficiaries.
- A series of coherent activities.
- Limited duration.

Why to develop a project?

- To solve a problem.
- To meet a need.
- To overcome a constraint.
- To take advantage of an opportunity.

A note on terminology:

- Stakeholders: are individuals or institutions that may – directly or indirectly, positively or negatively – affect or be affected by a project or programme.
- Project partners: Those who implement the projects in-country (who are also stakeholders, and may be a 'target group').
- Target group(s): The group/entity who will be directly positively affected by the project at the Project Purpose level. This may include the staff from partner organizations.
- Final beneficiaries: Those who benefit from the project in the long term at the level of the society or sector at large.

The art of questioning: the midwife

Ask participants the following: What is a midwife?

Just like a midwife does with women during childbirth, a community leader should educate young people and children on how to communicate and express freely, to analyze and understand the context where they live, to claim for their rights and address the problems they face in their lives, to imagine and experiment the capacity to change the reality and act nonviolently.

A community leader does not transfer contents, does not impose solutions from top to down. As a midwife, the community leader is an expert in the art of questioning, creating conditions in which each person can learn how to express him/herself and research within a group. A community leader knows how to listen the

	others, to formulate questions, to connect observations and take out people's knowledge and ideas in order to develop a common plan for community development. A community leader is not a supervisor or a chief, but a "midwife", an expert in the theory and practice of group work and co-education. A community leader clarifies the essence of children, youth, duty bearers and community members' intuitions and experiences in order to pursue dialogue, communication and facilitate a process of common analysis and planning.
Duration	45 min.
Materials	Flipcharts, papers, pens
Suggested reading / Resources	<p>1. Project Cycle Management Guidelines, European Commission EuropeAid Cooperation Office: https://ec.europa.eu/europeaid/sites/devco/files/methodology-aid-delivery-methods-project-cycle-management-200403_en_2.pdf</p> <p>2. EDDILI - To EDucate is to make possible the Discovery of Life, Reciprocal Maieutic Approach http://reciprocalmaieutic.danilodolci.it/wp-content/uploads/2011/09/English.pdf</p>
Debriefing & Reflection	<p>The trainer asks participants the following questions:</p> <ul style="list-style-type: none"> - Was it easy to place yourself? - Can you see parallels between your placement and your daily work/experience? - Why the project cycle is supposed to be never ending? <p>Close the activity by summarizing the main feedback.</p>

TOOL NO10: IMAGE THEATRE – REFUGEES AND THE HOSTING COMMUNITIES

Type of Activity	Workshop
Objectives	To explore forms of internalized oppression, unconscious thoughts and feelings related to target groups and beneficiaries.
Description	<p>In image theatre, still images are used to analyze realistic situations by exploring relationships, emotions and feelings. This technique was developed by Augusto Boal as part of Theatre of the Oppressed, as a form of theatre where people become active and explore, show, analyze and transform the reality in which they are living. Image theatre works across language and culture barriers and frequently reveals unexpected universalities. Through image theatre participants gain more clarity in the analysis process by decoding the situation they are observing.</p> <p>Guidelines on how to prepare the scene:</p>

	<ul style="list-style-type: none"> - Create a scene that should be showing still images concerning an existing violation of young refugees and migrants’s rights in the targeted community, as identified in the problem tree analysis. - Still images could be realistic, allegorical, surrealistic, symbolic or metaphorical. The only thing that matters is that they correspond to reality. - In the scene, there should be one OPPRESSED, who is the person affected by the existing violation of rights, and several OPPRESSORS, the persons affecting the oppressed. - Each character in the scene must have a specific role. The scene performed should be dramatic: showing real problems as experienced in daily life. - There should be one facilitator who is coordinating the activity. The facilitator starts questioning the characters (both the oppressors and the oppressed) in order to explore their role in the scene: about their life and work experiences, their social and cultural background, problems, needs, including unconscious thoughts, feelings, reasons behind a certain way of doing or thinking. <p>Here are some example questions: Who are you? Where are you from? What do you do in life? What is your social background? What does your family do? What is your religion? What are your values? What are you doing in the scene? What are your problems, needs at this moment? Why are you acting this way? Where did you learn this behavior/value/idea from? Have you studied? How do you spend usually your day? Where do you sleep at night? What are your hobbies and interests? Are you religious? What is your religion? What are your dreams about? Etc.</p> <p>The characters in the scene are only allowed to answer the questions while keeping still. Participants are asked to observe the images and reflect on what they witness and hear. As the inquiry process develops, the facilitator invites the audience to raise further questions in order to get more and more in depth into the analysis process related to the identified existing situation / problem.</p>
Duration	120 min.
Materials	Any kind of material that participants might creatively use to perform their scene on the stage.
Suggested reading / Resources	<ol style="list-style-type: none"> 1. Theatre of the Oppressed, 1993, Augusto Boal 2. Forum and Image Theatre Manual - Toolbox — For Training and Youth Work: https://www.salto-youth.net/tools/toolbox/tool/forum-and-image-theatre-manual.1503/
Debriefing & Reflection	Support the group in discovering what they have experienced. Ask participants what additional insights they have gained about the

	<p>community context, target groups, final beneficiaries, duty bearers and stakeholders.</p> <p>Then ask participants the following questions:</p> <ul style="list-style-type: none"> - Have further violations, problems and needs been identified? - Have other duty bearers and stakeholders been identified? - Are causes and effects relationships better investigated and incorporated in the analysis process? <p>Invite participants to review in their groups the problem tree in line the new findings and information emerged within the activity.</p>
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TOOL NO11: AN EYE FOR DETAILS	
Type of Activity	Reflection exercise
Objectives	To reflect on the evidential nature of diversity in life.
Description	<p>The trainers place as many fruits of one kind (for example peaches/ apples or oranges) to the middle of the training venue as many participants are there. Each of them is asked to select one and take some minutes to carefully examine it and all its characteristics, its uniqueness.</p> <p>Participants then are asked to place it back to the middle of the room, and the trainers cover them, mix them, then asking everyone to try to find their fruit again. Most of the participants will find it, but perhaps some will not find and will go around the room looking for 'their fruit'.</p> <p>Afterwards participants shall be asked:</p> <ul style="list-style-type: none"> - What did you experience while examining the fruit you grabbed? - Was it random or did you pick it? - How could you find again the fruit you were holding before? - How did you feel when you found it? - Did you feel it became 'yours'? If yes, when? And why?
Duration	20-30 min
Materials	Fruits for each participant
Suggested reading / Resources	/
Debriefing & Reflection	<p>Recommended questions for debriefing:</p> <ul style="list-style-type: none"> - How can we associate this activity to our concept of human diversity? - How can we relate this activity to the process of becoming more attached to something/someone than others?

	- What can this activity raise awareness on? How could it be used while working with young people?
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TOOL NO12: THE TOASTER	
Type of Activity	Energizer
Objectives	Refresh and energize participants physically, mentally and socially.
Description	<p>Participants are asked to stand in a circle and the trainer stands in the middle. S/he explains the following exercise: If s/he is pointing at someone, s/he and the 2 persons standing beside is asked to perform some funny movements, that resembles to the way an object or being is functioning. Short videos (gif) are provided at the resource section of this table.</p> <p>These movements are explained and presented. Afterwards, the trainer starts to point to individuals and call the name of the movement they are asked to do (such as saying: 'Toaster!')</p> <p>In the movements, all 3 person has a special role and movements to perform. If any of them is making a mistake, they are asked to come to the circle and be the one giving the task to others.</p> <p>Most popular movements used during this activity:</p> <ul style="list-style-type: none"> - Toaster - Blender - Vomiting kangaroo - Washing machine <p>The group is also free to propose some new movements and add it to the collection.</p>
Duration	15 min.
Materials	/
Suggested reading / Resources	https://en.wikibooks.org/wiki/Interlingual_Energizers/Toaster
Debriefing & Reflection	<p>Recommended questions for short reflection:</p> <ul style="list-style-type: none"> - How did you like this activity? - What is it good for? - What are the roles of these energizers while working with a group of people who might not know each other well?

TOOL NO13: MY STORY & MY LIFE PROJECTS	
Type of Activity	Group exercise

Objectives	To raise awareness on the different ways how psychosocial support can happen in the context of youth work with young refugees/ migrants.
Description	<p>A) Participants are asked to work individually: they are asked to draw a line where one end represents their birth and the other the present day. They are invited to identify at least 5 major event or period on it that they consider significant and very important in their life.</p> <p>B) Participants are asked to form groups of 4-5 people and share with each other the result of the previous task, speaking about these major events and periods in their lives. They are free to ask each other questions and go into details too. Participants can be asked how much time they will be necessary for this activity.</p> <p>C) Participants are asked to work in pairs (or max 3 people): They are given an empty form of the concept 'Life projects' and they are asked to answer all the questions for both persons, related to future plans, goals and ideas. The questions are the following:</p> <ul style="list-style-type: none"> - What I hope to do? - How could I do it? - Who could help me? - What shall I do if that doesn't work? <p>The forms have several lines and they are free to think about any educational, professional, personal, social, health related or other field they have plans at.</p> <p>D) Participants are asked to stand in one big circle and they are invited to share what plans and future 'life projects' they have identified and how they answered for each question.</p>
Duration	120 min.
Materials	A4 papers, pens, printed templates for the 'Life project' questions (part C)
Suggested reading / Resources	The method and template is based on the 'Life Projects for unaccompanied migrant minors – Handbook for front-line professionals', Louise Drammeh 2010, CoE
Debriefing & Reflection	<p>Recommended questions for debriefing:</p> <ul style="list-style-type: none"> - How was your experience during this activity? What were the most special moments you would like to share? - What did you receive from other members of the group during this activity? - What do you think you were giving to them? - How many different 'format' the sharings and reflections were happening during the activity? (Meaning: Individual, pair, small group and big group) - How could this experience be used with young refugees or migrants?

	<p>It can be important to point out that psychosocial support can be multiplied when a person is mobilizing a group of people to support each other (in pairs, small groups or all together), instead of personally giving support to a person, who therefore can only rely on this person on that issue. The management of resources and capacities, especially in areas where lot of things needs to be done (such as the field of refugee hosting and youth work), these practical things are very important and can bring major improvement in the given context.</p>
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TOOL NO14: CASE STUDY – THE ROLE OF INTERCULTURAL MEDIATION IN THE PRACTICE OF HOSTING	
Type of Activity	Workshop
Objectives	To introduce intercultural mediation and its relevance in the youth work with young refugees and migrants
Description	<p>The trainer introduces to the participants the topic of “intercultural mediation”. The trainer asks participants the following questions:</p> <ul style="list-style-type: none"> - What is “intercultural mediation”? - What is the difference between “intercultural mediation” and “interpretation”? - What are the principles and values of “intercultural mediation”? - How “intercultural mediation” is applied into practice? - What are the skills and attitudes that an intercultural mediator should have? <p>After this initial debate, trainer proposes an activity based on drama and emotional education. Participants are split into pairs within the training room / or outdoor. Everyone should form a pair, one should close their eyes while the other guides her/him by putting her/him hands on the shoulder of the one that has closed the eyes. Both they walk around slowly.</p> <p>The trainer suggests the participants: Relax! You are being guided! You won't fall! Trust your partner!</p> <p>Everyone should stop at their position, everyone should face her/his partner. Meanwhile, Ahmed (the trainer) is walking around the room. Participants are requested to ignore Ahmed if he comes closer and try to talk or get the participants' attention. If Ahmed insists, participants are allowed to push him away, scream if necessary.</p> <p>Ahmed's voice gets louder and louder until he says “Stop!!!!” Than Ahmed starts reading the following poem (“Wolfborn fantasy medieval music” starts as a background music while).</p>

	<p><i>The journey of Ahmed</i> <i>This is the story of Ahmed.</i> <i>The story of many Ahmeds and Fatimas.</i> <i>The story of many Johns and Mary's who arrived in Europe,</i> <i>fleeing their home countries for various reasons.</i> <i>Ahmed left his country because of the war,</i> <i>Just running and running trying to not witness the sounds of a bullet</i> <i>going through flesh,</i> <i>The sounds of bomb sending cars into the air,</i> <i>The sounds of artillery shells grinding people's meat into a minced</i> <i>meat</i> <i>he arrived in Italy full of hopes,</i> <i>Thinking that once he touched down the European soil, he would be</i> <i>free and be respected as a human being,</i> <i>What Ahmed didn't know is the hardships and obstacles awaiting</i> <i>him ahead,</i> <i>Ahmed was too naïve to know that he would face discrimination and</i> <i>a lot of stereotypes.</i> <i>Ahmed felt lonely and sometimes unwanted.</i> <i>He asked himself if there was something wrong with him,</i> <i>Why people treated him that way,</i> <i>He had no answer to that question..... Until... one day it dawned on</i> <i>him that people treated him that way</i> <i>Not because there was something wrong with him but because he</i> <i>was a refugee</i></p> <p>Both partners should try to listen to the poem and understand the message the poem is trying to convey (after the poem finishes, "Suiseady" music starts as a background).</p>
Duration	60 min.
Materials	A stereo / laptop and speakers.
Suggested reading / Resources	/
Debriefing & Reflection	<p>The trainer gives a small introduction regarding the act and ask participants to share their emotions and feedback on the learning activity. To conclude the trainer proposed to watch a video clip called "I am refugee": https://www.youtube.com/watch?v=8bEK6gytwec</p>

TOOL NO15: A ROUND OF CHALLENGE

Type of Activity	Team-building activity
Objectives	<ul style="list-style-type: none"> - To enhance group cohesion and cooperation among participants.

	<ul style="list-style-type: none"> - To improve communication among participants. - To support the group in finding strategies to overcome challenges.
Description	<p>Participants are asked to build a circle out of chairs and everyone should stand behind one chair.</p> <p>The challenge they shall overcome is to take one full circle in the following way:</p> <ul style="list-style-type: none"> - They shall all recline their chairs to its 2 back legs, and during the circle, noone's chair is allowed to fall back to its front legs - They shall not use their right hand while holding the chairs - If someone's chair has been falling back to its 4 legs, the circle and its counting starts again. - <p>The group is allowed to try to make a full round and accomplish the task as many times as they wish. In case the group is trying to cover some mistakes (chairs falling back onto their 4 legs), acting like it did not happen, the trainer can decide to intervene, and control them to start again, or reflect at the end of the game about their group and personal values on honesty and fair play.</p>
Duration	30 min
Materials	A chair for every participant
Suggested reading / Resources	Compass: Manual for Human Rights Education with Young people, http://www.coe.int/en/web/compass/approaches-to-human-rights-education-in-compass
Debriefing & Reflection	<p>Recommended questions for debriefing:</p> <ul style="list-style-type: none"> - How did you accomplish the challenge? - How did you feel during the activity? - How did you feel about the 'mistake' of others? - And about yours? - What helped the group to overcome the difficulties? - Whose participation was needed for the success?

TOOL NO16: FORUM THEATRE – TURNING NEEDS INTO SOLUTIONS

Type of Activity	Workshop
Objectives	To enable participants to find creative solutions to identified problems through theatre.
Description	Forum theatre was developed by Augusto Boal as part of Theatre of the Oppressed. It is a theatrical game in which a problem is shown in an unsolved form, to which the audience, as "spect-

actors“(spect -- to watch; actor -- to act), are invited to suggest and enact solutions. It begins with the crafting and performance of a short play that dramatizes the existing situation / problem as identified in the image theatre scene and that ends with the protagonist(s) being oppressed. The problem is always the symptom of an oppression, and generally involves visible oppressors and a protagonist who is oppressed. After the first performance, the play or scene is repeated with one crucial difference: the spectators become “spect-actors” and can at any point yell “freeze” and take the place of an actor to attempt to transform the outcome. Forum theatre is an exercise in democracy in which anyone can speak and anyone can act.

Instructions to prepare for the play:

- Participants in groups are invited to perform a short play showing the same situation of oppression already sculpted in the image theatre activity. The play should last for max 5 minutes.
- The problem is always the symptom of an oppression, and generally involves visible oppressors and a protagonist who is oppressed.
- The participants are allowed to create dialogue and set up the scene in a creative way.
- The play is shown twice. After the first time, the play is performed again but slightly speeded up.
- During the replay, any member of the audience ('spect-actor') is allowed to shout 'Stop!', step forward and take the place of one of the oppressed characters, showing how they could change the situation, to solve the problem in a creative way and overcome the oppression. Several alternatives may be explored by different spect-actors. The other actors remain in the scene, improvising their responses.

The play is a form of contest between spect-actors trying to bring the play to a different end (in which the cycle of oppression is broken) and actors ostensibly making every possible effort to bring it to its original end (in which the oppressed is beaten and the oppressors are triumphant).

The process is presided over by the 'joker', whose job it is to ensure a smooth running of this theatrical game. The trainer can invite participants or spect-actors to take the role of the joker in order to experience themselves how to facilitate this theatrical game. The joker is the link between actors and spect-actors. S/he is the facilitator who keeps the event flowing.

The joker in forum theatre is much like such a character. S/he stands outside the general play, and has no direct influence on the direction of the story, but is able to move the group forward, with questions and by facilitation.

Duration

120 min.

Materials	Any kind of material that participants might creatively use to perform their scene on the stage.
Suggested reading / Resources	Introducing Forum Theatre as a tool to explore issues of equality and discrimination, http://www.youththeatre.ie/content/files/Theatre-Forum-Resource-web.pdf
Debriefing & Reflection	Ask participants what they have learned and how the activity contributes to finding creative solutions to the identified problems. Invite participants to reflect on how the tool could be applicable to their everyday lives and work.

TOOL NO₁₇: ORGANIZATIONAL INTRODUCTION & STRATEGIES OF INTERVENTION

Type of Activity	Presentation
Objectives	To introduce the organisations and their activities, methodologies in which the participants are active at.
Description	Participants are asked beforehand to prepare a short presentation about the activities and interventions of the organisations they are active in, introducing what they do, how, and why, with which results. Participants are invited to asked questions from each other, and the presenters are asked to share information in an interesting, engaging, creative way, keeping the attention of the others.
Duration	Depending on the number of organisations presented, each can take up to 5-10 min
Materials	Computer, projector, speaker or other materials, depending the format of the presentations
Suggested reading / Resources	/
Debriefing & Reflection	Recommended questions for debriefing: <ul style="list-style-type: none"> - Why is it important to hear about the activities and work of others? - Did you hear something useful that was inspiring you?

TOOL NO₁₈: PROJECT DEVELOPMENT FOR 'BEING BETTER HOSTS' I.: PROBLEM & OBJECTIVE ANALYSIS

Type of Activity	Group exercise
Objectives	To increase the capacities of participants for project development supporting young refugees and migrants.
Description	<p>Participants are asked to identify key topics in which fields they think it would be crucial to reach improvements in their communities, better supporting the integration of young migrants and refugees.</p> <p>The main topics are listed in a flipchart paper.</p> <p>After selecting 4-5 topics, participants are asked to choose one, in which they prefer to work on, based on their priorities, competences and interests.</p> <p>After all participants have chosen a topic, groups are asked to sit together and make a short problem analysis on the specific area.</p> <p>After participants are asked to state the main/focal problem addressed by the project. This should be the main problem addressed at the project level. E.g. "Refugee young people have low rates of mental health service access in the hosting community", "Refugee children and youth are working in low-skilled, menial jobs that are poorly paid", etc.</p> <p>To present a more detailed analysis of the main/focal problem by describing the specific underlying causes. It might help to break these causes down into different categories, such as policy/legal constraints, institutional constraints, capacity weaknesses, and social/cultural norms. Present background facts and statistics with sources, wherever relevant.</p> <p>After the problems are identified, they are shared in a plenary. Participants are invited to give feedback and express their thoughts on the presentation of other groups.</p> <p>After the works are presented, the groups are invited to sit together again, and this time, turn the problems into desired states (objectives to be reached).</p>
Duration	120 min.
Materials	Flipchart papers, markers, pens.
Suggested reading / Resources	/
Debriefing & Reflection	<p>Recommended questions for debriefing:</p> <ul style="list-style-type: none"> -How do you feel about the work of your team, how efficient and easy it was? - How is the group lead? Is there someone paying attention that everyone can equally share their thoughts and ideas during the work? - Is there any imbalance within your group? - Were there any special thing you recognised about yourself, about the others and the group itself while working together?

TOOL NO₁₉: BANG-BANG

Type of Activity	Energizer
Objectives	To refresh and energize participants, increase attention to the here and now
Description	<p>The trainers explain the following activity: The participants are asked to stand in a circle with someone standing in the middle. When the person in the middle is pointing at someone, s/he needs to shout and say 'bang'. Then immediately the person who is shot, squat down, to avoid being 'killed', but the two person in his/her side will need to shoot each other as well, to survive. They need to turn towards each other, and also shout 'bang' and imitate the movement of shooting. The group is allowed to practice sometimes the game, then it can also turn into a game in which, who is shot, will fall out of the game. The people who are the fastest and most attentive will stay 'alive' till the end.</p>
Duration	10-15 min
Materials	/
Suggested reading / Resources	/
Debriefing & Reflection	<p>Recommended questions for debriefing:</p> <ul style="list-style-type: none"> - How do you feel after this game? - Did you associate this exercise with something?

TOOL NO₂₀: PROJECT DEVELOPMENT FOR 'BEING BETTER HOSTS' II.: STRATEGY ANALYSIS

Type of Activity	Workshop
Objectives	To assess problems and identify specific objectives and intervention strategies targeting refugee and migrant young people.
Description	<p>The participants are split into the same groups of the tool n.18 and asked:</p> <p>Overall development goal: to briefly state the overall development goal (preferably in one sentence). This is the long-term, high-level goal of the project and actually extends well beyond the scope of the project's timeline and scale of intervention. It is assumed that if the project objective and</p>

outcomes are achieved, then the project will have made some contribution towards this overall goal.

Specific objective: to briefly state the specific objective (preferably in one sentence). This is the medium-term objective of the project and should be selected such that considerable progress towards this objective should have been made in the time frame of the project. The main/focal problem and the project objective are interrelated in that the project objective seeks to directly address the main/focal problem. For example, if the focal problem is identified as being "Refugee young people have low rates of mental health service access in the hosting community", then the specific objective might be "To increase the rate of mental health service access for refugee young people in the hosting community".

Expected outcomes: to list the expected outcomes (one sentence each). These are the actual positive changes that will be brought about within the timeframe of the project. The outcomes should be realistically framed, so that they are achievable within the time frame of the project. They should logically flow up from the outputs of the project.

Example:

1. An increased rate of participation of public and private actors in the creation of strategies aimed at increasing mental health services targeting refugee young people in the hosting community.
2. Equipped public and private actors with key competences to provide mental health services targeting refugee young people in the hosting community
3. Increased number of mental health services that are accessible by refugee young people in the hosting community.

Project strategy: to provide an explanation of the project's approach and the different components/elements/mechanisms involved as well as a justification of why a particular approach was taken. Specifically:

- A clear explanation of how the strategy will directly tackle the specific problems identified in the problem analysis.
- An outline of the main steps of the strategy and its timeline

Beneficiaries and geographic scope: to state the intended project beneficiaries, both direct (those who will be directly targeted by the project) and indirect. Provide an approximate number for each. State the geographic scope of the project (states, provinces, districts, villages etc.), along with names and numbers (e.g the 3 provinces of x, y and z, with 15 districts in each).

Duration	120 min.
Materials	Pens, colours, flip chart papers, post-its.

Suggested reading / Resources	Project Cycle Management Guidelines, European Commission EuropeAid Cooperation Office: https://ec.europa.eu/europeaid/sites/devco/files/methodology-aid-delivery-methods-project-cycle-management-200403_en_2.pdf
Debriefing & Reflection	Ask each group to present their work and share the learning achievements within the activity. Encourage the group to review both the task, as well as the process. Ask the following questions: - Did you share different ideas? If so, how did you select your strategy? - What was the main selected criteria you adopted in the selection of the strategy?

TOOL NO₂₁: PROJECT DEVELOPMENT FOR 'BEING BETTER HOSTS' III.: WORKPLAN

Type of Activity	Workshop
Objectives	To break down all of the tasks involved in structuring the project's intervention.
Description	<p>he so-called Gantt chart is a format for outlining, prioritising and conveying information about the activities of a project visually. It helps to identify their logical sequence, expected duration, any dependencies that exist between activities, and it provides a basis for allocating management responsibility. With the GANTT chart prepared, further specification of resources and scheduling of costs can be undertaken.</p> <p>Ask participants to develop a GANTT chart by using the following checklist:</p> <ul style="list-style-type: none"> - step 1: for each expected result list the main activities; - step 2: break activities down into manageable tasks; - step 3: clarify sequence and dependencies of the activities; - step 4: estimate start-up, duration and completion of all activities; - step 5: define milestones and expertise that are needed to implement the activities and achieve each expected result.
Duration	60 min.
Materials	Pens, colours, flip chart papers, post-its.
Suggested reading / Resources	Project Cycle Management Guidelines, European Commission EuropeAid Cooperation Office: https://ec.europa.eu/europeaid/sites/devco/files/methodology-aid-delivery-methods-project-cycle-management-200403_en_2.pdf

Debriefing & Reflection	Ask each group to present their work and share the learning achievements within the activity. Encourage the group to review both the task, as well as the process (most groups tend to focus on the task).
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TOOL NO22: WORLD CAFÉ: COMMUNITY PROJECTS AND YOUTH WORK WITH REFUGEES IN EU AND SOUTH-MEDITERRANEAN COUNTRIES

Type of Activity	Discussion
Objectives	To share experiences and good practices on community projects and youth work with refugees in EU and South-Mediterranean countries.
Description	<p>Set tables and chairs/sofas/pillows in a chill out café style. Add candles and soft lights to create the chill out mood. Trainers will be the employees of the café, serving some drinks and snacks, while explaining and clarifying when needed.</p> <p>In each table different key topics are discussed: the journey, Identification and protection, reception in the hosting community, Access to asylum procedures and procedural safeguards, education, vocational educational training and integration into the job market, xenophobia and multiple discriminations, other.</p> <p>Participants can drop in and out freely in each table and add their own contributions according to their experiences.</p>
Duration	60 min.
Materials	Paper, markers, drinks and snacks, candles, games, music and speakers, plates, etc.
Suggested reading / Resources	/
Debriefing & Reflection	Ask each table to present the main findings and share the learning achievements within the activity.

TOOL NO26: EVALUATION, REFLECTIONS ON THE LEARNING EXPERIENCE & ITS TRANSFERABILITY

Type of Activity	Evaluation
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Objectives	To share with the whole group a final and common evaluation of the learning pathway.
Description	<p>Using the whole room mark a scale on the floor: 0%, 25%, 50%, 75% and 100%. Everyone starts in the 0% and moves up according to their opinion on each following topic, taking one topic at a time:</p> <ul style="list-style-type: none"> - The venue (all logistics, food, accommodation, etc) - Their own participation - The program (including methods used, etc) - The group - The trainers - The learning experiences and key competences gained - The transferability of the learning outcomes into local communities - Other <p>After everyone has taken up their position, ask the group to look around and ask who wants to share why they are in that position. A "talking ball" can be used to facilitate the process.</p>
Duration	60 min.
Materials	Ball, paper, markers
Suggested reading / Resources	SALTO Training & Cooperation, The Youthpass process and Learning to Learn, https://www.youthpass.eu/downloads/13-62-54/TheYouthpassProcess_100923_S.pdf
Debriefing & Reflection	Let participants express themselves freely..

CASE STUDY

CASE STUDY	
Title	Violations of rights faced by Unaccompanied Refugee Children
Target group/s	<p>Unaccompanied migrant children are one of the most vulnerable children in both Europe and South Mediterranean countries, subject to detention and brutality, unable to access their rights to education, health care, or to seek asylum, and left without adequate legal protections in domestic legal systems throughout the continent. The United Nations High Commissioner for Refugees (UNHCR) defined an unaccompanied minor as follows: 'Unaccompanied children' (also referred to as unaccompanied minors) are children under 18 years of age who have been separated from both parents and other relatives and are not being cared for by an adult, who by the law of custom, is responsible for doing so' (UNHCR 2014). 'Separated children' are children, as defined in Article1 of the CRC, who have been separated from both parents, or from their previous legal or customary primary caregiver, but not necessarily from other relatives. These may, therefore, include children accompanied by other adult family members. In the context of migration to the European Union, an unaccompanied minor, as defined by Directive</p>

	<p>2011/95/EU, refers to a minor who arrives on the territory of an EU Member State unaccompanied by an adult responsible or who is left unaccompanied after he or she has entered the territory of the Member States. 'Country of origin' is the country of nationality or, in the case of a stateless child, the country of habitual residence. According to of the UN Convention on the Rights of the Child (UNCRC, articles 3 and 27), all receiving states carry the obligation to care for unaccompanied minors. States ought to provide UAMs with adequate living standards and special protection measures until the age of eighteen. The UNCRC leaves a broad margin of discretion to member states on how to respond to the needs of children who are (temporarily) deprived of a family environment. The European Guardianship Network (ENGI) notes that unaccompanied children should have access to safe and appropriate housing, be appointed a guardian within 24 hours and should have immediate access to professionals such as a lawyer and an interpreter (ENGI 2010: 14). Furthermore, EU Member States ought to provide unaccompanied minors with special reception facilities.</p>
Context	Italy, Sicily
Description	<p>The number of unaccompanied children arriving in Europe and specifically in Italy, has dramatically increased in the last years. According to the Italian Ministry of Interior, 181,436 refugees and migrants arrived by sea in Italy in 2016, of these 25,846 – or 14 per cent – were unaccompanied foreign minors (8% in 2015; 7.7% in 2014). Boys accounted for 93.7 per cent of the total, although the percentage of girls that are victims of sexual traffic is on the rise. The majority came from Egypt, Bangladesh, Eritrea, Gambia, Senegal, Nigeria and Albania, with 17 year olds accounting for 56.6 per cent, followed by 16 year olds at 26 per cent and 15 year olds at 9.8 per cent.</p> <p>The Italian Ministry of Interior reported that at the end of last year 6,561 unaccompanied children were officially 'missing', having disappeared after being identified and assigned to a host structure. These youngsters are of special concern to children's rights organisations because they are particularly vulnerable to exploitation by smugglers and criminal organisations for illegal work, prostitution and the human organ trade. In addition, on the basis of the same percentage it can be assumed that around 700 of the over 5,000 migrants known to have died during the sea crossing to Italy in 2016 were unaccompanied minors, who had to face the horror of death by suffocation, crushing or drowning without a parent or other carer to hold their hand.</p> <p>The migratory profiles of unaccompanied children include:</p> <ul style="list-style-type: none"> - children fleeing wars, persecutions, conflicts, harm and/ or human rights violations and extreme poverty in their country of origin; - children exploited by criminal networks in human trafficking and sexual exploitation; - children emigrating for economic reasons in search of job opportunities and better education; - children motivated by family reunion. <p>In many cases, the decision to migrate is not made by the minor, but instead by their family.</p>
The Journey	<p>According to UNICEF, for many of the refugees and migrants, drowning is just one of the numerous risks they face along their journey, which can take them several thousand kilometers over mountains, across deserts, and through violence-torn regions. They risk dehydration, kidnapping, robbery, rape and extortion, as well as detention and beatings by the authorities or militias. Unaccompanied and</p>

	<p>separated children are at risk of abuse and exploitation, notably from the smugglers they – like most refugees and migrants – rely on to get to Europe. And just about every child who arrives on the Italian island of Lampedusa or in Sicily has a harrowing story to tell. Italian social workers claim that both girls and boys are sexually assaulted and forced into sexual exploitation while in Libya, and that some of the girls were pregnant when they arrived in Italy, having been raped. But because of the illicit nature of human smuggling operations, there are no reliable figures to show how many of the refugees and migrants die, disappear into forced labor or sexual exploitation, or linger in detention.¹</p>
Identification and protection	<p>Human Rights Watch has found that “the thousands of unaccompanied children arriving in foreign lands without parents or care-givers find themselves ‘trapped in their status as migrants, with officials giving little consideration to their vulnerabilities and needs as children. They may be denied access to adequate medical services and education, abused and mistreated by police, guards, and other detainees, and unable to seek asylum. They may languish in jail-like detention facilities, in conditions that are often degrading and inhumane, and many children are held in cells with adults who are strangers. Children held in detention, particularly for long periods with no release in sight, suffer lasting consequences, physically and mentally.’</p>
Reception	<p>Many unaccompanied children are traumatized and need specialized care on arrival and have frequently not had access to healthcare during their journey. The indefinite wait and an incomprehensible bureaucracy create a limbo that repeats and amplifies the echo of traumas they experienced in Libya. On the local level, the Sicilian provinces and municipalities have difficulty to provide thousands of UAMs with adequate reception services. Many unaccompanied children are placed in provisory shelters for months, whereas they ought to have been relocated to the ‘second phase’ structures within 3 months. Consequently, humanitarian organizations advocate against the lacking services and protection of vulnerable minors (Save the Children 2009, 2014, 2015, Defense for Children 2011, Doctors without Borders 2015) .Human Rights Watch reports that the first reception structures for unaccompanied children presents several unsafe conditions: significant shortages of shelter with children sleeping on the ground; no separate washroom facilities for children; poor psychological support for traumatized children; accommodation of children in adult reception structures pending the outcome of age assessment procedures; lack of safety; unskilled workers and staff; limited procedures and mechanisms for identification of vulnerabilities; lack of coordination among both public and private services and agencies involved in the protection of unaccompanied children.</p>
Access to asylum procedures and procedural safeguards	<p>The current procedural process recognizes that the immediate entry into the first reception structure and the request for the appointment of a guardian are the principal sources of protection and guardianship of the child and permit the completion of various administrative steps (age assessment, reporting to the competent authorities, application for a residence permit, formalizing asylum etc.) for the child's subsequent inclusion in the Structures for Protection of Asylum Seekers and Refugees (SPRAR) . In accordance with both international and EU obligations, an independent guardian should be appointed to ensure that unaccompanied children are protected. However, the present system of</p>

¹ Danger every step of the way, A harrowing journey to Europe for refugee and migrant children
https://www.unicef.org/emergencies/childrenonthemove/files/Child_Alert_Final_PDF.pdf

	<p>guardianship and care of unaccompanied children is failing. The majority of unaccompanied minors are given an institutional person as a final guardian, a representative of a welfare institution, followed later by the appointment of a voluntary guardian. The late appointment of a guardian to take charge of the child, increases the risk of bureaucratic / administrative impediments with regard to both the correct path to follow in the legal field and the full exercise of rights recognized for each minor, first and foremost the right to health and education. Many such children are granted only temporary status, which ends when they turn 18 and are forced to leave the protection of the underage status leading to uncertainty, insecurity and vulnerability (prostitution, drugs market, terrorism, sexual and labor exploitation, including the risk of remaining in illegal limbo for long periods). Furthermore, there are long delays or lack of access to family reunification and transfer procedures due to limited transnational cooperation and coordination mechanisms at EU level.</p>
<p>Education and integration</p>	<p>Lack of, or limited, access to education and adequate healthcare and psychosocial care create profound uncertainties in the children who are hosted. Unaccompanied children face specific challenges with regards to education and integration. An inclusive approach should be adopted to support the child on a pathway towards personal autonomy and integration into the wider society. All unaccompanied children are entitled to enroll in a school. Newly arrived pupils should be integrated in regular classes as soon as possible, but the time spent in transitional classes has increased. Unaccompanied children can enter the job market at the age of sixteen years old and after having completed compulsory schooling, on an equal basis to Italians. Unaccompanied children require specific knowledge and skills for independent living in a resettlement country, including orientation, guidance, language and civic education, professional training programmes. Along with subject-specific and language competences, life-skills are essential for the integration of unaccompanied children and young migrants in general.</p>
<p>Suggested readings</p>	<ul style="list-style-type: none"> - International Organization for Migration (IOM), Unaccompanied Children on the Move https://publications.iom.int/system/files/pdf/uam_report_11812.pdf - UNICEF, Refugee and Migrant Crisis - Child Alert https://www.unicef.org/emergencies/childrenonthemove/files/Child_Alert_Final_PDF.pdf - European Parliament, Vulnerability of unaccompanied and separated child migrants http://www.europarl.europa.eu/RegData/etudes/BRIE/2016/595853/EPRS_BRI(2016)595853_EN.pdf - Policies, practices and data on unaccompanied minors in the EU Member States and Norway Synthesis Report: May 2015 http://ec.europa.eu/anti-trafficking/sites/antitrafficking/files/emn_study_2014_uams.pdf - UNICEF, Children on the move https://www.unicef.org/emergencies/childrenonthemove/ - UNICEF, Refugee Children: Guidelines on Protection and Care https://www.unicef.org/violencestudy/pdf/refugee_children_guidelines_on_protection_and_care.pdf

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