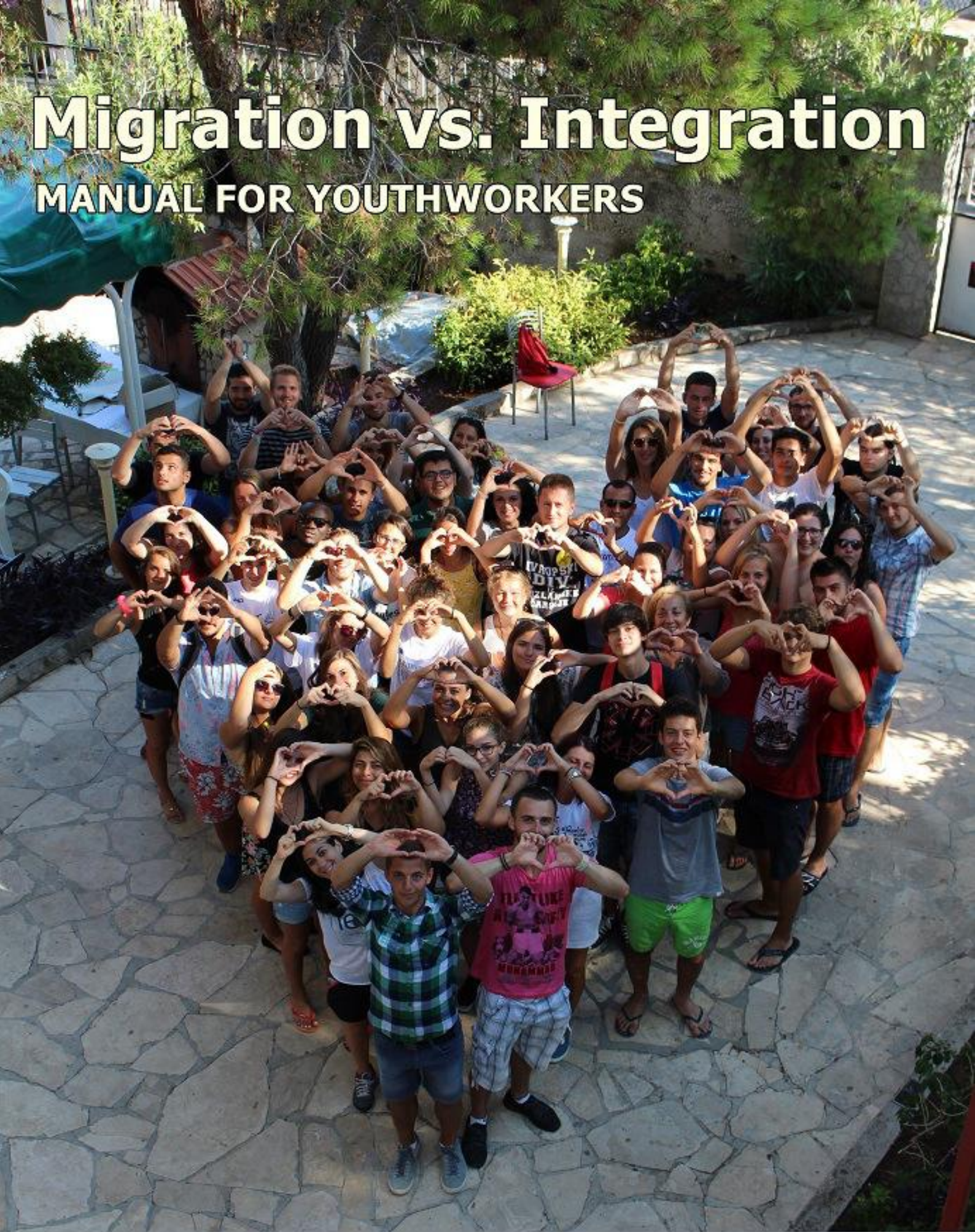


# Migration vs. Integration

## MANUAL FOR YOUTHWORKERS



Erasmus+





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Croatian Red Cross – City Branch Zupanja

Hrvatski Crveni križ – Gradsko društvo Crvenog križa Županja

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# TABLE OF CONTENT

PREFACE.....	3
ABOUT THE PROJECT.....	4
• PARTICIPATING ORGANIZATIONS.....	5
ACTIVITIES.....	6
• ENERGIZERS AND ICEBREAKERS.....	7
• EXPECTATIONS AND GROUP RULES.....	11
• ERASMUS+ AND PROJECT AIMS.....	13
• THEMATIC ACTIVITIES: MIGRATION & INTEGRATION.....	15
• CONNECTING CULTURES.....	29
• LEARNING OUTCOMES AND EVALUATION.....	31
LITERATURE.....	33
ABOUT CROATIAN RED CROSS – CITY BRANCH ZUPANJA.....	34

# PREFACE...

New events tailor new history of the world. Every day we witness violence in our communities and in the world. Intolerance, hatred and conflicts between people across the globe are becoming a system in which the younger generation are growing up. Great migrant crisis that struck the world in 2015 has affected almost all European countries and launched an avalanche of reactions in Europe.

Being aware that we cannot change the situation in the countries from which refugees and migrants are coming, we decided to change our environment, influence the integration of refugees and migrants into society by working with young people, influencing their attitudes and system of values. We believe that the NGOs have the key role in supporting the integration of migrants, preventing their discrimination and promoting tolerance and respect of human rights.



## ABOUT THE PROJECT

The "Migration and Integration" is a KA1 youth exchange project, which lasted a total of seven months from 01/05/2016 to 30/11/2016.

## THE PROJECT ADDRESSED...

...the topic of EU citizenship and the fundamental values of the EU, respect for diversity, intercultural and interreligious dialogue, freedom, tolerance and human rights, focusing on seeking solutions for integration of refugees and migrants in EU society.

## THE MAIN GOAL...

...was to inform and raise awareness among young people and youth workers about the needs of migrants, refugees and asylum seekers to encourage their integration into European society.

“Migration vs. Integration” was a Youth Exchange organized by Croatian Red Cross – City branch Županja. Through different activities, methods and languages, in a small coast village Rogoznica on south of Croatia, they discovered new ideas and upgraded the one that already existed.





# PARTICIPATING ORGANIZATIONS

The project gathered 12 countries, 60 participants, all with different experience in migration response. Participating organizations were:



Croatian Red Cross –  
City Branch Zupanja  
(Croatia)



PRONI Centre for  
youth development  
Brcko  
(Bosnia and  
Herzegovina)



Narodno Chitalishte  
"Nikola Vasilev  
Rakitin 1890"  
(Bulgaria)



Youthnet Cyprus  
(Cyprus)



Associazione  
Giovaninsieme  
(Italy)



Ligo Lex Legis  
(Kosovo)



Foundation for the  
Youth of  
Balatonalmádi  
(Hungary)



Jugend- &  
Kulturprojekt e.V.  
(Germany)



Asociatia Tinerilor  
Activi Civic  
(Romania)



SYTEV – Slovak  
Youth for Travelling,  
Education and  
Volunteering  
(Slovakia)



Red Cross Sombor  
(Serbia)



Altinozu Halk Egitim  
Merkezi  
(Turkey)



# ACTIVITIES

During the implementation of the YE a variety of non-formal and informal methods have been used, and some of them are: discussions, presentations, role-plays, "icebreakers", energizers, outdoor games, work in pairs, groupwork, interactive exercises, structured exercises and simulations, feedback, process evaluation etc. This manual will show you some of the activities we conducted during our workshops. The program was developed for young people with no or little knowledge about migration and integration of refugees.

Activities in this manual are divided into several thematic groups:

- Energizers and icebreakers
- Expectations and group rules
- Erasmus+ and project aims
- Thematic activities: migration & integration
- Connecting cultures
- Learning outcomes and evaluation



# ENERGIZERS AND ICEBREAKERS

In Youth Exchanges or any other form of non-formal education it is recommended to use different energizers and icebreakers. They have multiple effects: they can be good to get to know each other in an interesting way, to start a day, to find out something new about other participants, to rise up the energy of the group, to divide participants in smaller groups and other. It is important to remember that some energizers and icebreakers demand close physical contact, so it is better to use some of them later, when participants already got to know each other.

## ***Who are you?***

**Aim:** to get to know each other.

**Materials:** ball, positive energy of participants, sticky tape

### **Activity:**

All participants stand in a big circle. Facilitator explains how the activity will go. Person who has the ball has to introduce himself and tell his/her name, age, country, what are they doing currently and their experience with migrations. When they finish introducing themselves, they throw the ball to someone who still did not introduce himself/herself.





### ***Do you like your neighbour?***

**Aim:** energize the group

**Materials needed:** energy of the group

#### **Activity:**

Facilitator explains the energizer. Assignment of participants is to ask another one: *do you like your neighbour?* If the answer is *NO*, neighbours of the participant who is answering the question should change places. If the answer is *YES*, then the participant asks again: *Who you don't like?* Answer should be saying something specific what he/she doesn't like.

For example: I don't like people with red socks. In that case, participants wearing red socks should change places. Energizer continues until facilitator stops it.



### ***I say yes!***

**Aim:** energize the group.

**Materials needed:** participant's potentials.

#### **Activity:**

All participants stand in a circle. Facilitator explains that this icebreaker will energize your whole body and that group should repeat after him everything he does. When he says "I say yes" he also puts his thumb up into the circle. When he says "I say no" he puts his thumb down into the circle. Facilitator can start like this:

*I say yes!*

*I say no!*

*I say yes, no, yes!*

...

Icebreaker continues until facilitator decides it is end.



### ***Hug your neighbour!***

**Aim:** to energize the group.

**Materials needed:** participant's potentials.

#### **Activity:**

Participants should stand in a circle. One or more people should stay inside the circle. The assignment of the people inside the circle is to hug people outside the circle. To avoid that, people in the circle hug their neighbours. But if the person in the circle manage to hug someone, they switch places.



### ***Huggy bear***

**Aim:** energize and connect the group, enhance positive emotions

**Materials needed:** participant's potentials

#### **Activity:**

All participants should stand up. Facilitator is not participating in this activity. She/he explains that when she/he says "Huggy bear seven!", participants should form several groups of seven people and hug. If she/he says "Huggy bear two!", two people hug. If someone doesn't have anyone to hug or they can't form a group with enough participants, they are out of the game. The game continues until only two people is left.



This energizer can also be done in a way no one falls out from the game.

## ***Rain falls***

**Aim:** to energize the group

**Materials needed:** participant's potentials

### **Activity:**

All participants should stand in a circle. If they wish and if they feel more comfortable, they can also close their eyes. The rain starts to fall as facilitator rubs the palms of his hands together, back and forth. The person on his left joins him, and then the person to her left, and then the next person, and so on around the circle until everyone is rubbing palms. When the facilitator hears the drizzling sound next to him, he starts snapping his fingers. One by one around the circle, each person replaces palm rubbing with finger snapping and the sprinkling rain turns into a steady patter. When the snapping action has been picked up by everyone, the facilitator switches to hand clapping and each person then picks it up. A hard rain is falling. The storm builds to a downpour as the facilitator starts slapping his thighs. Then facilitator adds another note: when he/she says "Jump!" everyone jumps, and the thunders started.



And then the storm subsides, just as it grew – thigh slapping, hands clapping, fingers snapping and palms rubbing. For the last round, the facilitator stops rubbing his hands as each of the people does in turn around the circle until there's silence again.

## ***Atoms and molecules***

**Aim:** energize the group, dividing participants into four groups

**Materials needed:** participant's potentials

### **Activity:**

Participants were told that they are atoms. As any other atom, they want to connect to each other. Facilitator tells a number and participants form a molecule. The activity continues until facilitator decides about its end. This energizer can also be opportunity to divide participants in smaller groups.



# EXPECTATIONS AND GROUP RULES

Before starting activities, it is important to check participant expectations. If facilitator does that, he/she can adjust those expectations to project and activity aims. Also, participants can understand better topic and what they will do for the next few hours or days.

If you have done some workshops already, you know that in most cases group rules are similar. So why is it relevant to include participants each time some workshop is done? Participants get feeling of inclusion, they have opportunity to get to know each other and they will probably not break the rules they set up by themselves.

Both expectations and group rules can be done in many different ways, depending on how big the group is and how much time is predicted for this activity.

## ***Expectations, expectations***

**Aim:** to learn participant's expectations; to adjust them with project aims.

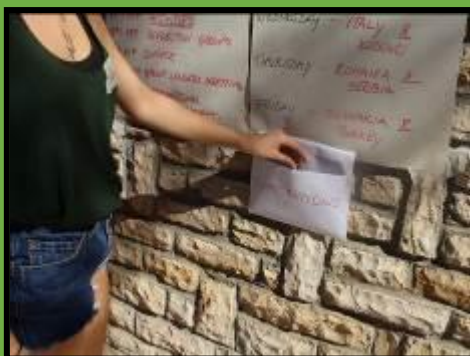
**Materials needed:** cards, pens, envelopes, pins

### **Activity:**

Each participant was given three cards and pen. Expectations were divided in three groups; on one card participants should write what they expect from themselves, on second what do they expect from the group, and on third, what do they expect from the topic of the project.

Facilitators attached three envelopes where participants should put their expectations.

After they are finish one of the groups put all expectations on „Tree of expectations“.



## Group rules

**Aim:** defining group rules.

**Materials needed:** flipcharts, pens, energy of the group.

### Activity:

Participants were divided in six groups. Each group should think of 5 rules which they consider to be most important. They were given 15 minutes for that. When they were finished every group read their rules. Facilitator pulled out rules that are repeating and in big group discussion it was decided on those rules. Rules were put on a visible place so everyone can see them.

Sometimes it is also recommended to think of "sanctions" for participants who don't follow the rules. If you use sanctions, make sure they are doable, and that they are not offensive and demeaning or embarrassing in any way.





# ERASMUS+ AND PROJECT AIMS

In all Erasmus+ actions facilitators and project managers should explain whole idea of Erasmus+, specific action that is conducted and Youthpass and its importance to young people. Also, it is always good to repeat project aims for participants, but also to remind facilitators on them.

## ***What is Erasmus+? What is Youth Exchange? And this project?***

**Aim:** to get participants acquainted with Erasmus+, youth exchange and the project *Migration vs. Integration*.

**Materials needed:** participant's potentials.

### **Activity:**

Facilitator shortly explained Erasmus+ and its possibilities. He also placed Youth Exchanges among the variety of programmes that Erasmus+ offers. Participants were also provided with information about the project *Migration vs. Integration*: the aim of the project, countries that participate, daily timetable, what is expected from them, and also where to find more information about the programme.





## ***What is Youthpass?***

**Aim:** introduce participants with Erasmus +, key competences and Youthpass.

**Materials needed:** computer, projector, Erasmus+ short movies.

### **Activity:**

There are many ways you can present Erasmus+ programme, and we decided to show it through video. Through two short movies, Erasmus+ and eight key competences were presented. You can find many movies online. We are offering you some of them here:

Link 1 - [https://ec.europa.eu/programmes/erasmus-plus/video-gallery/erasmus-plus-presentation\\_en](https://ec.europa.eu/programmes/erasmus-plus/video-gallery/erasmus-plus-presentation_en)

Link 2 - <https://www.youtube.com/user/ErasmusPlusProgramme>

Eight key competences that were presented: communication in the mother tongue, communication in foreign languages, mathematical competence and basic competences in science and technology, digital competence, learning to learn, social and civic competences, sense of initiative and entrepreneurship, cultural awareness and expression.

Link 3 - <https://www.youthpass.eu/en/youthpass/downloads/video/>

Link 4 - <https://www.youtube.com/watch?v=zCcsYRuLsw>



# THEMATIC ACTIVITIES:

## MIGRATION & INTEGRATION

During this Youth exchange, accent was on migrants and their integration. Therefore, activities had accent to understand different key aspects of migration, to develop empathy towards refugees, to discuss about relevant EU topics, to understand the meaning of integration and to distinguish it from assimilation. In the end, relevance of volunteers is emphasized and their role in community and implications that they have on it.

In the beginning it is important to highlight theoretic background of asylum. This was one of the questions with whom facilitators can encounter working with this subject. There are three important phrases concerning refugee legal status:

**Asylum** is a form of protection given by a state on its territory based on the principle of non-refoulement (no repulsing/sending back) and internationally or nationally recognised refugee rights. It is granted for five years to a person who is unable to seek protection in his/her country of citizenship and/or residence, in particular for fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion.

**Subsidiary protection** is a form of protection given by a state on its territory to those who have a substantial risk to be subjected to torture or to a serious harm if they are returned to their country of origin, for reasons that include war, violence, conflict and massive violations of human rights. It is granted for three years.

**Humanitarian status** - Person granted authorisation to stay for humanitarian reasons means a person covered by a decision granting authorisation to stay for humanitarian reasons under national law concerning international protection, taken by administrative or judicial bodies during the reference period. It includes persons who are not eligible for international protection, but are nonetheless protected against removal under the obligations that are imposed on all EU Member States by international refugee or human rights instruments or on the basis of principles flowing from such instruments. Examples of such categories include persons who are not removable on ill health grounds and unaccompanied minors. The length of humanitarian status depends on each country.

## ***Tell me, what is migration?***

**Aim:** introducing participants with migration and different terms related to it.

**Materials needed:** flipchart, pen, papers, participant's potentials

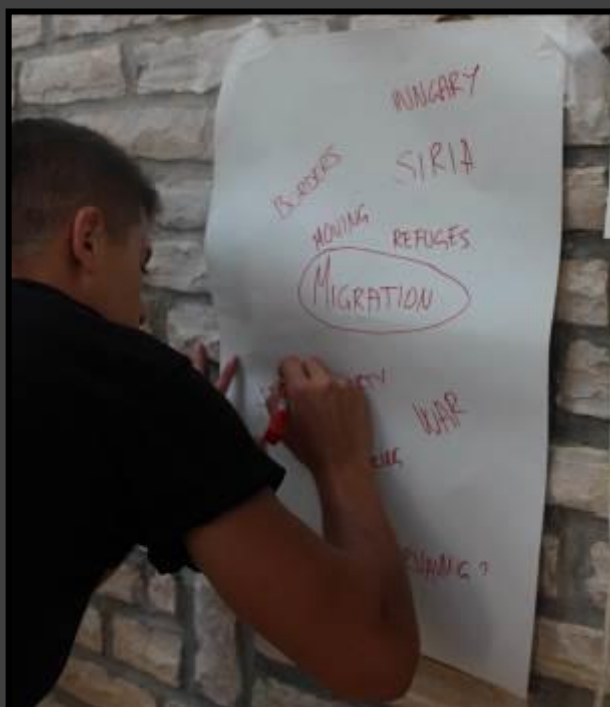
### **Activity:**

After short introduction ask participants to brainstorm on word *Migration*. Discuss with participants about their associations. Together with them explain and define what is confusing and in the end conclude about what *Migration* is. One of the definitions is: *Migration is movement of the people from one place to another. It can be internally and outside of someone's home country.*

Next step in this activity is dividing participants into 7 small groups. Each group is given one specific key word:

- *Asylum seeker*
- *Forced migration*
- *Irregular migrant*
- *Labour migrant*
- *Migrants*
- *Persecution*
- *A refugee*

Assignment for participants is to discuss in small groups about those words and write a definition: what do they think this word means and what does it include. After they finish they all come together in big group. Each group represent what they have written.







Possible definitions are as follows:

An **asylum seeker** is someone who has left his/her home country and applied for recognition as a refugee in another country and is waiting for a decision on his/her application.

**Forced migration** refers to the movements of refugees and internally displaced people (those displaced by conflicts) as well as people displaced by natural or environmental disasters, chemical or nuclear disasters, famine, or development projects.

**Irregular migrant** is someone who does not hold the required legal status or travel documents to enter or remain in a country.

**Labour migrant** is someone who migrates for the purposes of employment. The term economic migration is sometimes used interchangeably with labour migration. However economic migration is broader and can encompass migration for the purposes of improving quality of life in social and economic terms.

**Migrants** are people who leave or flee their home to go to new places to seek opportunities or safer and better prospects. The term migrant therefore is broad and can include asylum seekers, refugees, internally displaced people, migrant workers and irregular migrants.

**Persecution** is when someone is treated badly because of who they are. It may be because of their race, religion, nationality, because they belong to a particular social group or their political opinion.

**Migration** is the movement of people from one place to another. Migration can happen within the same country or between countries. The term migration is different than tourism, as migration is generally used when people go to a new place to settle or live in the longer term and when they create significant ties to the new place.

A **refugee** is a person who has left their home country because they are afraid of being persecuted. As a result, they cannot seek protection from their home country.

## ***Being a refugee***

**Aim:** to put participants in refugee shoes, to aware our own stereotypes and prejudices

**Materials needed:** flipcharts, crayons, pen, papers

### **Activity:**

Participants were divided in X groups. Each group was received a piece of paper with a role - a description of one refugee situation. Their assignment is to write down/draw 24 hours in that person life. They have to give a name to that person and think about his/her history. There are no limits in their imagination. For example, they can live in any country, in camp or in house, alone or with someone.

Roles:

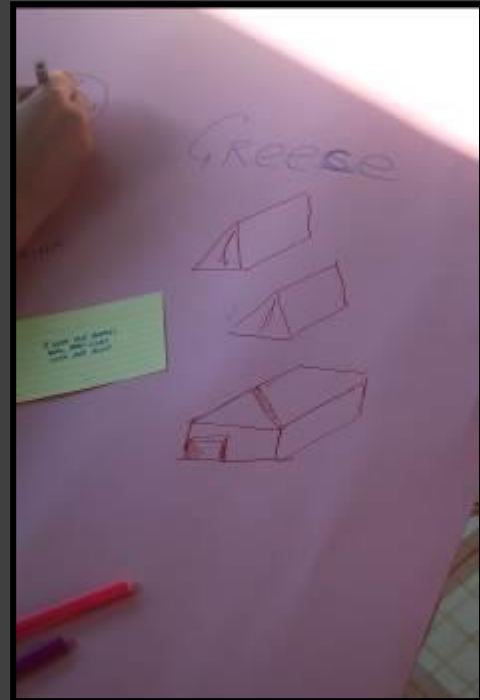
- 35 - year old single mother of three children from Iran
- 28 – year old single man from Syria
- 17 – year old unaccompanied minor from Afghanistan
- 21 – year old girl from Ukraine

...

After they finish, each group represents their work in big group. Facilitator together with the group discuss about what is stated about those refugees. Possible questions: is this possible situation? What about their families? What was your main source of information?

In the end of representations, facilitator can ask following questions: did you notice something similar in all presentations? What is it? Why do you think it is like that? How media can influence on developing different stereotypes and prejudices?

After final discussion, facilitator explain that all descriptions of refugees who were included in this exercise are real person and debrief them.



## ***One step forward***

**Aim:** to promote empathy with others who are different, to raise awareness about the inequality of opportunities in society, to understand possible consequences of belonging to certain cultural groups

**Materials needed:** big space, role cards, participant's potentials

### **Activity:**

All participants should sit in a circle. Each participant chooses one card role from a bag. The role they get, participants should take it for themselves and not show it to anyone else. Participants are asked to step into the role, to build their life. To help them, facilitator can ask them some questions:

- *Where do you live?*
- *Do you have a family? Who is it? Are they living with you?*
- *Where are your friends?*
- *What do you do during the day?*
- *What do you do in your free time?*

Remain silent for a minute or two to allow participants to think about their new life. Ask participants to form a straight line. Facilitator then tells the participants that he/she will read statements and ask some questions. If their answer to that is „YES“ they should step forward. If the answer is „NO“, they should stay on the same place. Possible questions:

*Do you have possibility:*

- *To have regular medical care?*
- *To feel safe for to walk in the city during the day and night?*
- *To have fair treatment from the police?*
- *To go on summer vacations on coast every year?*
- *To have support and help when it is needed?*
- *To be promoted on your work?*
- *To plan a family?*
- *To speak freely what you think?*

Facilitator starts discussion by asking what has just happened and how do they feel about the activity. How did participants felt when stepping forward? And what about those who were left behind? What were your thoughts? Did anyone else have the same role? How did it happen that some people with same roles are on different positions? How did you imagine your life? How easy or difficult was to you to imagine the person you supposed to be?

When discussion ends, facilitator asks participants to step out of the roles. Each of them throws the role back into the bag.



Possible roles:

- *Hungarian 15 – year old girl who lives with her parents in Budapest.*
- *45 – year old man. Divorced. Lives in Paris. Has two children who visit him every second week.*
- *12 – year old girl from Iraq. Lives in a refugee camp in Austria with her mother and two little brothers.*
- *20 – year old girl from Afghanistan. Lives alone in a reception centre in Croatia.*
- *25 – years old man. Lives in a village in the south of Bosnia & Herzegovina with his parents. He is not working, but planning to leave the country in pursuit of better life.*
- *40 – year old Iraqi refugee. He lives in Switzerland with his relatives, together with his wife and 3 children*
- *Mother of two teenagers from Zagreb. Her husband is working in Germany. She is not working.*
- *30 – year old man stuck on a Greek – Macedonian border. His wife and children are already in Germany.*
- *15 – year old Pakistani boy. His parents sent him to earn money in Germany and send it home. Now he's in Slovenia and cannot go forward.*
- *19 – years old girl from Slovakia, but studying in Brussels. Her plan is to travel the world with money she earns on student job.*
- *35 – year old singer from Cyprus. Living on her own in her flat with her 5 – year old son. Her friends are visiting her almost every night.*
- *27 – year old man from Syria. Left because he was tortured and his family died. He stayed in Turkey, first country where he feels safe.*



## ***Give up your...***

**Aim:** to experience part of reality and vulnerability of others, such as refugees, migrants and displaced people, to experience what it means to deal with loss

**Materials needed:** four cards per participant, pens, music player, speakers

### **Activity:**

In the beginning of the activity, facilitator explains that there are few stages in this activity. Some of the participants can experience overwhelming emotions as this activity can bring up memories from real life. At any time, they can step out of the activity.

Facilitator ask participants to think about their favourite person. Person who first crossed their mind when facilitator asked them. Write that person on first paper.

Next, participants should think about a place where they feel safe and write that place on second card.

Third card is reserved for their favourite thing. Something they like to have everywhere they are going.

Fourth card is SOS card. SOS means that if participant hold up that card they can silently leave the activity if it becomes too difficult for them.

After participants wrote down everything, facilitator asks them for sharing with the group. Why are those people, things and places so important to them?

Facilitator explains participants they should put their cards in front of them – their writings faced down. Participants should close their eyes, and facilitator leads them into fantasy, where they are at home, with their loved ones. Suddenly, an incident happens (war, tsunami, floods, etc.) in their country. Facilitator walks around and randomly takes away one card from each participant. After, he/she invites participants to open their eyes and turn over their cards to find out what damage happen to them and what have they lost. Facilitator can ask participants to briefly share what they have lost and how do they feel about it.



Again, participants are asked to turn over the cards again. While announcing that another incident happens in their country, facilitators repeat the process and take away at least one more card from participants. Again, participants are invited to open their eyes and turn over the cards that are left for them.

Facilitator then debrief participants. First he/she helps them to understand the experience: who would like to share their reactions? How did you feel writing about people, places and things you love the most? How did you feel when sharing about it with the group? What did you think about and how did you feel when you were randomly left without one card? How did you feel when you discovered what you've lost? What did you think about and how did you feel when you heard about the next incident? And what about when you lost one more important thing? Or everything you had? How do you feel holding onto the last card you had left?

The discussion then connects to real life: What have you learned from this experience? Can you relate this activity to real life situations? Think about difficulties that refugees, migrants and other displaced people experience. What are they facing? How do they feel? How does media influence on our perception of them? How can you as a young person influence on awareness about non-violent communication, non-discrimination?

For this activity it is good to have at least two facilitators: one to tell the story and one to follow participant reactions and act upon them, but also to collect cards from participants.





## ***Creative writing workshop***

**Aim:** to understand reasons why people migrate, to foster empathy

**Materials needed:** papers and pens.

### **Activity:**

All participants should choose one item from their bag. If they don't have their bags with them, they can choose something what they are wearing. Participants should take that object into their hands and write five sentences about it: where does it come from, what's the meaning of that item, is there something else specific about it.

Next assignment is to draw one's migration map. They should label important travels in their life – where did they migrate, why, is there something specific about it.

Afterwards they should choose one person who is related either to the item or to the migration and write a letter to them. When they draw it, facilitator asks about sharing their stories.

Last part of the activity is to find one person you don't know and speak to him or her, but in a way you tell them one of your important life situations that you resolved successfully.



## Human rights - part 1

**Aim:** learning about EU values, encouraging reflection on human rights

**Materials needed:** flipcharts, pens, crayons, post – its

### Activity:

All participants were given post-its and pens. Their first assignment is to write down values that they appreciate and think are most important. They can write 2-3 values. When they write it, they glue it all on a flipchart. Facilitator then start discussion about significance of those values in European society: are their values similar to European values? Those that can apply to European values move from one flipchart to another. Also, participants brainstorm on European values and write them also on post-its to put them on flipchart. Possible questions for discussion: are European values really like that? Do participants see European society like this? What can change? How it can become even better?



Participants are now divided in smaller groups. Each group was given an assignment to create a perfect world, an ideal community they want to live in. Groups were given following guidelines to think about:

- *Name of the world*
- *Leader (does he/she exists? How does he/she rule?)*
- *Which rules and values are important in this society?*
- *How do the residents look like?*
- *What is it the structure of this community?*
- *How do you solve problems?*
- *Are there any laws? What happens if someone doesn't follow them?*
- *Which of the human rights are important? Do people respect them?*
- *What does the national anthem sound like?*

Every group has 45 minutes to create their own world. When they finish, all participants return to big group and present their perfect little world.

Participants are told that they keep their little world as they will need it for next activity.







## Human rights part 2

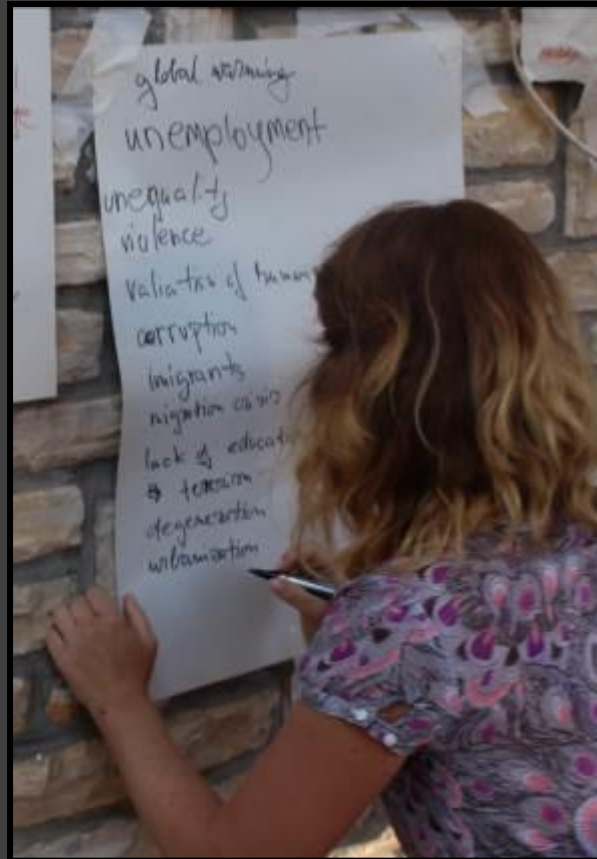
**Aim:** to work on developing critical thinking, to understand better EU society, problem solving

**Materials needed:** flipchart, pens, crayons, camera

### Activity:

Facilitator asked participants to brainstorm on challenges Europe is facing. What are the problems and challenges in today society?

Participants were already told to stay in their small groups from previous activity. Every group has to choose one challenge that was written and try to find a solution or make a point on that specific challenge. Show their point of view. Their assignment is to film a short movie, up to 1 minute where they will show this.



## ***Debate: Should EU accept immigrants or not?***

**Aim:** development of critical thinking, research methods, debating skills, accepting feedback

**Materials needed:**

**Activity:**

Facilitators should first choose three judges for the debate. Next step is to divide participants in two teams. It is important that they are randomly chosen for one or another team. One team will be affirmative and other negative. Those two teams should be separated physically so they cannot hear each other. Facilitator should give them enough time to prepare their arguments and to choose people who will represent them. While they are preparing, facilitator can approach them and based on their arguments, question them and offer ideas. Possible arguments for this topic:

*Affirmation - humanitarian reasons and statistics about good integration examples;*

*Negation - poor economy, bad integration politics and safety reasons.*

While teams are preparing, judges can decide to think of their own criteria or they can accept some of the standard criteria.

Debate – according to the rules of the debate and given time.

After the debate is finished, judges rule their decision about who wins based on participant's ability to form and state arguments, and explain their decision. Facilitators discuss with both teams together, about their impressions, arguments and feelings that appeared during the debate. If some participants are not familiar to topic of migrants, facilitators can relate this topic to other marginalized groups in their countries. Other questions that can be tackled in discussion are also question of integration of refugees and difference between assimilation and integration. To finalize the debate, facilitators can ask about participant's examples, opinions and ideas how they, as young people can help to integrate people that are different – migrants, Roma people, people with disabilities and other.

*The point of the debate in non – formal education is to learn how to make good arguments, to represent them (even though those are not participant's personal opinion), to respond on opposite arguments, to conclude the subject and in the end, to leave without any hard feelings toward other group. For that reason, participants are divided randomly.*



## Think global, act local!

**Aim:** to encourage participants to think about what they can do in their local communities, to promote active citizenship, to aware issues that can be related to integration of refugees

**Materials needed:** can be different and defined by their task.

### Activity:



Already on the second day participants were given assignment to think of an action they will present on the last day of Youth exchange and implement it when they return home. In the end of the assignment they were given different examples from Positive Images toolkit. Participants were given following information:

Each country has an assignment to think of a small project that they will run back home. Topic of your small project is integration. How would you contribute to integration of one marginalized group? This can be small public campaign, article in newspapers, some specific action or any other thing you believe would be useful for integration.

To help you to develop this, here are some guidelines:

- ❖ Choose specific group
  - refugees - children, youth, adults, men, women or all together
  - other marginalized group – people with disabilities, minorities, elderly...
  - your local community
- ❖ Make a brainstorming
  - Collect all your ideas
  - Choose one that is realistic
- ❖ Write down the plan
  - Check if there is something that could stop you
- ❖ Give a name to your action
  - Be creative – to attract more people
- ❖ Prepare to present your project on the last day of YE
  - Each group will have around 10 minutes for presentation
- ❖ Share on our Facebook and website photos, comments and reactions on your action! Disseminate the results!



# CONNECTING CULTURES

Besides activities which are directly connected to the main theme of the project, important activity is also presenting country of each participant. This kind of activities adds a special note to the whole learning.

## ***Passports***

**Aim:** to promote structured learning about countries participating in YE

**Materials needed:** printed passports, participant's energy

### **Activity:**

Each participant is given a printed form of a "passport". First they should write down their basic data in passport. When they finish, they give their passport to their first right neighbour. That neighbour should draw lines of their head on the place intended for photo. Then, they forward the passport to their neighbour on right who should draw the hair. The activity continues until their picture for the passport is finished. Person who draws the last piece of picture, returns the passport to its owner.

The next assignment for participants is to carry the passport to International evenings and find out one thing that is specific to the country representing themselves that day. To prove you found out something new about the presented country, participant who told you that information has to sign it in your passport. When it's participant country turn, they should find out something about their friends that arrived with them.



## ***International evenings***

**Aim:** cultural exchange, building group cohesion

**Materials needed:** materials representing each country

### **Activity:**

Through YE all participants had opportunity to represent their culture and organization in a way they wanted. On Migration vs. Integration Youth Exchange, first International evening was organized by Croatia, Bosnia & Herzegovina, Serbia and Kosovo. Second evening had colours from Bulgaria, Hungary, Romania and Slovakia. The honour to finish International evenings belonged to Cyprus, Germany, Italy and Turkey. International evenings are important part of every YE as it represents one way of informal intercultural learning.





# LEARNING OUTCOMES AND EVALUATION

Understanding what we have learned and naming it is very important. This is related to development of self-evaluation and self-efficacy, but also for development of critical thinking. Along with recognition of learning outcomes, goes evaluation of the activity. Evaluation is an important and indispensable element of each activity implemented under the Erasmus+. Evaluation is the systematic and objective assessment of an ongoing or completed project or activity, including its implementation and most importantly outcomes or positive changes. The main focus of evaluation is to ascertain whether the **overall outcomes or positive changes** resulting from any given activity, programme or policy have been achieved and to learn from this information in order to develop and improve activities in the future.

## ***Reflection groups***

**Aim:** become aware of the learning process

**Materials needed:** cards with symbols, papers, pens.

### **Activity:**

All participants should come to a big group. Every participant should choose one card. On each card there is one symbol. All together there is six of



them: flower, leaf, coffee, lady bug, heart and a star. Facilitator explains that the symbol they took indicates their reflection group for the next five days. In those groups, every day they will discuss about what have they learned today and how that can be included in their Youthpass competences. Each reflection group should decide about reflection group leader, who will afterwards discuss with facilitators.



## Evaluation

**Aim:** to evaluate the activities, get feedback, change what can be changed

**Materials needed:**

evaluation forms, pens

**Activity:**

To be able to improve our future projects, and to evaluate this one, we asked participants to fulfil the

following questionnaire. They assessed their satisfaction with participation by grading following aspects of the project, and then answer some questions. Their grades varied from *1- not satisfied at all* and *5 – very satisfied*. They assessed General satisfaction with participating in the project; The main theme of the project; Content of workshops; Non-formal methods used during the exchange; Leaders of activities; Group atmosphere; Their own participation in activities; Accommodation and food.

They also answered some open questions: What did you enjoy about the Project? What have you learnt during the project? What skills have you gained and/or used during the project? What have you learnt from your experiences during the project? How have your views changed because of the project? Have you learnt anything about other cultures during the project and how? What should be different? Other recommendations, suggestions, compliments and critique.



# LITERATURE:

British Red Cross: *Positive Images*. <http://www.redcross.org.uk/What-we-do/Teaching-resources/Teaching-packages/Positive-Images>

Compass: *A Manual on Human Rights Education with Young people* (2000). <http://www.eycb.coe.int/compass/en/contents.html>

International Federation of Red Cross and Red Crescent Societies. *Youth as Agents of Behavioural Change (YABC)*. <http://www.ifrc.org/en/what-we-do/principles-and-values/youth-as-agents-of-behavioural-change-yabc/>

UNHCR - UN Refugee Agency. [www.unhcr.org](http://www.unhcr.org)

European Statistical System. [ec.europa.eu/eurostat/](http://ec.europa.eu/eurostat/)

# ABOUT CROATIAN RED CROSS – CITY BRANCH ZUPANJA

The **Croatian Red Cross – City Branch Zupanja (CRC – CB Zupanja)** is an association whose purpose is to promote humanitarian goals and implementation of actions of general use, which operates on the basis of the mission and principles of the International Red Cross and Red Crescent Societies.

The main activities of the CRC – CB Zupanja are: providing social services for people in need, improvement and protection of health, voluntary blood donation, the search and rescue service, care and assistance at home for elderly and disabled, kitchen for specific categories of people, rest and recuperation of children, youth camp of the Red Cross.

Beneficiaries of our program are children and young people, old people, socially disadvantaged persons, refugees and displaced persons, children and adults with disabilities, members of the Croatian Red Cross and blood donors.

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