

# YOUTH(WORK) WITHOUT BORDERS



Erasmus+



AGENCIJA ZA  
MOBILNOST I  
PROGRAME EU



UDRUGA GLUHIH  
I NAGLUHIH  
NOVA GRADIŠKA



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## Preface

This booklet is an outcome of the training course "Youth (work) without borders" (YWB), a Training Course organized by the Association of deaf and hard of hearing from Croatia. The training course was funded by the European Commission through the Key Action 1 "Learning mobility of individuals" within the Erasmus+ programme.

The booklet will provide you with the methods, theoretical inputs and handouts needed to implement activities on the following topics: youth unemployment, social inclusion, participation & motivation and addiction.

The methods were designed and tested during our training course.

With this booklet we would like to provide youth workers, multipliers and all non-formal learning practitioners across Europe and beyond with new resources that can be used in providing educational activities.

We would like to thank to the Agency for mobility and EU programs from Croatia that has funded this project through Erasmus+ program. We also express our gratitude to the whole training team that has worked hard in the creation of the program flow and this booklet.

Last, but not least, we express our immense gratitude to all of the participants that have worked intensively during the training course and designed novel methods that are using participative approach while providing experiential learning opportunity.

TRAINING COURSE | 10. - 18.09.2018. | Nova Gradiška, Croatia

# YOUTH(WORK) WITHOUT BORDERS

CROATIA, CYPRUS, GREECE,  
ITALY, LITHUANIA, PORTUGAL,  
ROMANIA, SLOVENIA, SPAIN



## YWB background

The TC "Youth (work) without borders" aimed to enable participants to explore and develop the understanding of the concept and factors of youth work and non-formal learning. It addressed the need present throughout whole Europe for competent nonformal education practitioners in civic society (youth workers, trainers, facilitators, youth leaders) who will be equipped to run educational activities for youth based on the values of the European Union and the Council of Europe, tailor-made for their local realities and the needs of specific target groups.

Today's challenges require professional or volunteering youth workers to adapt to changing circumstances while remaining true to the core principles of youth work. The Declaration of the 2nd European Youth Work Convention emphasizes that while youth work has political and financial support in some countries, it has fallen victim to austerity measures and indifference in others, which causes lack of opportunities to train and equip new practitioners. The challenges of funding, recognition and credibility youth work and nonformal education as its core approach face, as well as the changing sociopolitical and economic landscape, have created the need to promote them while boosting their quality.

Nonformal education has proven to be powerful in providing youth the opportunity to grow personally and professionally in a learning process that is participatory and engaging, yet its pre-requisites are youth workers and other NFL practitioners able to provide appropriate activities.

Hence, we have designed this training course in order to equip participants with the competencies needed to design, facilitate, debrief and reflect on nonformal learning processes and group dynamics of high impact. The Training Course was practically based using various techniques of experiential learning together with presentations, discussions, and exchange of experiences, and it used several approaches that were all based on the principles for training in the

youth field by Fennes and Otten: – Learner-centeredness – Transparency – Agreement between trainers and learners on learning objectives – Content and methodology – Confidentiality – Voluntarism of learners – Participation of learners – Ownership of the learning is with the learners – Democratic values and practices.

The training course was held in Nova Gradiška, Croatia, from 10th to 18th of September 2018. It was addressed to 21 participants staff/ members/ volunteers of partner organization active in youth work as youth workers, youth leaders, facilitators, trainers and other NFL practitioners, and 4 members of the organization and training team; coming from organizations from 9 European countries, as follows: Association of deaf and hard of hearing from Croatia; YEU Cyprus from Cyprus; EquaMente from Italy, Hellenic Youth Participation from Greece, Asociatia Tinerii 3D from Romania; Kaunas cultural center of various nations from Lithuania; AKTO from Portugal, AC Amics de la Biblioteca de la Fonteta from Spain and Fixmedia from Slovenia.

This TC provided a significant contribution to participants in the improvement of their competences as they gained comprehensive knowledge about the learning process, group dynamic, nonformal learning methodology, youth work, YouthPass, 8 KC frameworks and acquire skills needed to transfer them into practice, thereby enhancing the quality of youth work. Furthermore, in order to ensure sustainability, this TC provided the participants with a coached and structured opportunity to elaborate a professional and personal development plan based on competencies and values.





The learning process was supported by a team of trainers that created safe, yet challenging working atmosphere in order to take participants out of their comfort zone, thereby enhancing the acquirement of new knowledge and skills.

This ensured sustainable and transferable results in terms of learning outcomes. The program flow foresaw designing and testing new educational tools that address the specific needs and issues youth in the communities involved are facing that we discovered by implementing a research among youngsters in each local community involved in the pre-immersion phase.

This ensures a strong impact in all the societies involved and beyond because it raises awareness on the topic and a higher public interest in nonformal education and its benefits.

Facebook: [fb.com/youthworkwithoutborders](https://www.facebook.com/youthworkwithoutborders)





## Association of deaf and hard of hearing

Association of the deaf and hard of hearing Nova Gradiška is a non-governmental, non-profit and non-partisan organization founded in 2000. Areas of the Association's activities in accordance with the objectives are: social activities; education, science and research; international cooperation; Human rights protection and promotion of democratic and political structure.

The association gathers all the hearing impaired people (deaf, hard of hearing and deaf-blind), and parents of deaf children and youngsters in the town of Nova Gradiška and other related municipalities into a single community. Protecting the rights and interests of the Association and its members, and assisting members in exercising their rights; Encouraging action and cooperation with local, regional and state administrative bodies and relevant entities that are professionally qualified and legally competent to solve the problems of the deaf and hard of hearing people, and cooperation with other organizations, schools, universities, government bodies and international organizations; Gathering the general population of children and youth in general.

We have been involved in youth work in local level since our founding. We have also implemented and participated in projects within Youth in action Programme since 2012. Since then, members and employees of the Association have participated in more than 40 projects under YIA and Erasmus+ programmes. Moreover, we have applied and received funding for more than 15 projects within Youth in action and Erasmus+ Programme: including youth exchanges, training courses and EVS. The topics tackled differed from EU citizenship, inclusion, human rights and prevention of violence.

We have implemented a national prevention of violence project, supported by our Ministry of social policy and youth that included more than 600 participants, from 14 to 20 years old that developed awareness about peer

to peer violence. We believe that strong engagement of civil society association regarding community issues can help youth all over Europe to overcome their problems. Also, giving youth the knowledge and skills needed, they can increase the level of their participation. That is why we keep on implementing this kind of projects, since we believe it is the key to overcoming this problem.

Our Association also publishes a journal called 'Silentium' twice a year, and we have strong relations with local and regional media.

[www.ugng.hr](http://www.ugng.hr)

Find us on Facebook:

[fb.com/UdrugaGluhihINagluhihNovaGradiska](https://fb.com/UdrugaGluhihINagluhihNovaGradiska)

Find us on Twitter: [@UGNG15](https://twitter.com/UGNG15)



## Partners' profile

**“YEU Cyprus”** - YEU Cyprus stands for Youth for Exchange and Understanding Cyprus and it is a non-political, non-governmental organization (NGO) based in Cyprus. It was established in 1995 with the aim to foster closer co-operation and better understanding among the young people of the world through the exchange of information, experiences and ideas. YEU Cyprus is one of the biggest youth organizations in Cyprus numbering more than 1000 members. It is considered to be one of the most active organizations of the island realizing several activities both on international and local level. YEU Cyprus is a full member of the Cyprus Youth Council and is represented in the CYC Board. It is also a member of the Advisory Body of the Cyprus Youth Board, the semi-governmental organization responsible for youth issues in Cyprus. YEU Cyprus is affiliated with the YEU International platform which is under the European Youth Forum umbrella.

**“Hellenic Youth Participation”** – is an NGO based in Athens, Greece and stands for intercultural dialogue, non-formal education, mutual understanding, and solidarity. The main aim of the group is to promote life-long learning through non-formal education and experiential learning. We train different age groups (teenagers, young adults, parents, youth workers, facilitators, teachers) in order to inspire and stimulate self-directed and peer learning. We also wish to motivate them to become involved and to raise awareness about current values like equal opportunities, social inclusion, and cultural diversity. Through our projects, we aim at the promotion of non-formal differentiated learning and the importance of personal development. HYP is active on a local, national and European level.

**“EquaMente”** - EquaMente is a non-profit organization founded in the fall of 1995 with the aim of promoting understanding and cooperation in Europe, through different initiatives supported within the YOUTH, YOUTH IN ACTION and ERASMUS+ programmes and among people of the South and the North of the world through international development cooperation, including in its activities both residents and migrants in Italy. Pursuing these aims, we encourage and promote all those initiatives that, in terms of solidarity and on the cultural-educational field, allow the interchange of ideas among different cultures, favor the easing of economic and social imbalances and promote the creation of a true culture of universality, democracy, and peace. Among these actions, there are reflections about young people lifestyle and interests held with non-formal education methodologies, through intercultural learning and sport, as well. EquaMente relies on 15 members, trainers and project managers; and more than 150 youngsters as benefits of our activities.

**“Kaunas cultural center of various nations” (KITKC)** - is a non-governmental organization that has been operating in the fields of culture, education and youth work for more than 12 years. Preservation of cultural identities, getting to know different cultures, encouraging the integration of separate individuals into the society, targeting vulnerable groups and people with fewer possibilities and marginalized groups, initiation of antidiscrimination acts, promotion of European citizenship, tolerance and intercultural values as well as creation of democratic and public-spirited society are among the major goals of the organization.

The organization pays a considerably large amount of attention and gives priority to young people coming from communities of national minorities and marginalized groups. Attempts are made to encourage them to join cultural and social activities, motivate them to be active, take up voluntary activities and strengthen their abilities.

**“AC Amics de la Biblioteca de la Fonteta”** - is a non-profit, non-governmental organization created in 2005. Its origins are connected with the Scout movement, and its main aim is to “leave the world a bit better for the future generations”. We aim to achieve it by promoting an intercultural dialogue, non-formal education and active citizenship. Our target group is mainly young people aged 16-35, and our main activities are related to (all kind of) games and international mobility.

**“Fixmedia”** - Institute for Development of Film Creativity, is a cultural and youth organization, registered in Slovenia. Organizations' main principle at work is a passion for films - Fixmedia already produced a large number of fiction and documentary films, music videos and TV Series. All activities are organized by a young team that understands the needs of young generations entering the world of filmmaking. They regularly organize film workshops, clubs, and camps. We are currently leading youth club in one of Slovenia's primary schools, shooting TV series, documentary films and preparing our own projects to empower youth in the field of film-making and communication. In our every film project, we always include young people that need experience in film-making. We encourage volunteer work in our community. We are aware that most employers give jobs just to the experienced people – but we want to give experience to young people in our country, especially those with fewer opportunities.

**“Asociatia Tinerii 3D”** – is an NGO from Craiova, Romania existing since 2012, registered January 2013. We are a group of young people who is fighting for respecting the rights of the young people in the community, for social integration and support of the youngsters that belong to disadvantaged social groups and also for developing a healthy way of life in 3Directions: education of the mind, culture for soul and sport for the body. Among our objectives, you can find promotions of the volunteering work, of the general creativity, of gender equality and non-racist prejudices, of the exploration of national and other countries culture, of the organisation of sports contests and last but

not least, the promotions of the principles of European Union and European citizenship.

**“AKTO”** - Human Rights and Democracy” is an NGDO, founded and headquartered in Coimbra - Portugal which aims to enhance education, promotion, and intervention in Human Rights and Democracy as structuring elements of a positive change in the world, promoting social and community integration of the most vulnerable and risk populations in Portugal and worldwide. Akto promotes regular training/education in areas of Human Rights and Democracy, using nonformal learning methodologies, both in schools and universities and at its headquarters, targeting different audiences and promote the acquisition of new skills, often not included in academic curricula. Akto's action has at this point a particular focus on young people, seeking to empower them for active citizenship and to secure employment. Also, we increased the area of youth volunteering, especially in their preparation to enter the labour market in non-profit organizations, through their participation in project management, design, and development, promoting a spirit of initiative and independence at work. This participation of volunteers from the work core and on the daily work routine of Akto provides a multidisciplinary environment, which is more dynamic and open to new ideas.





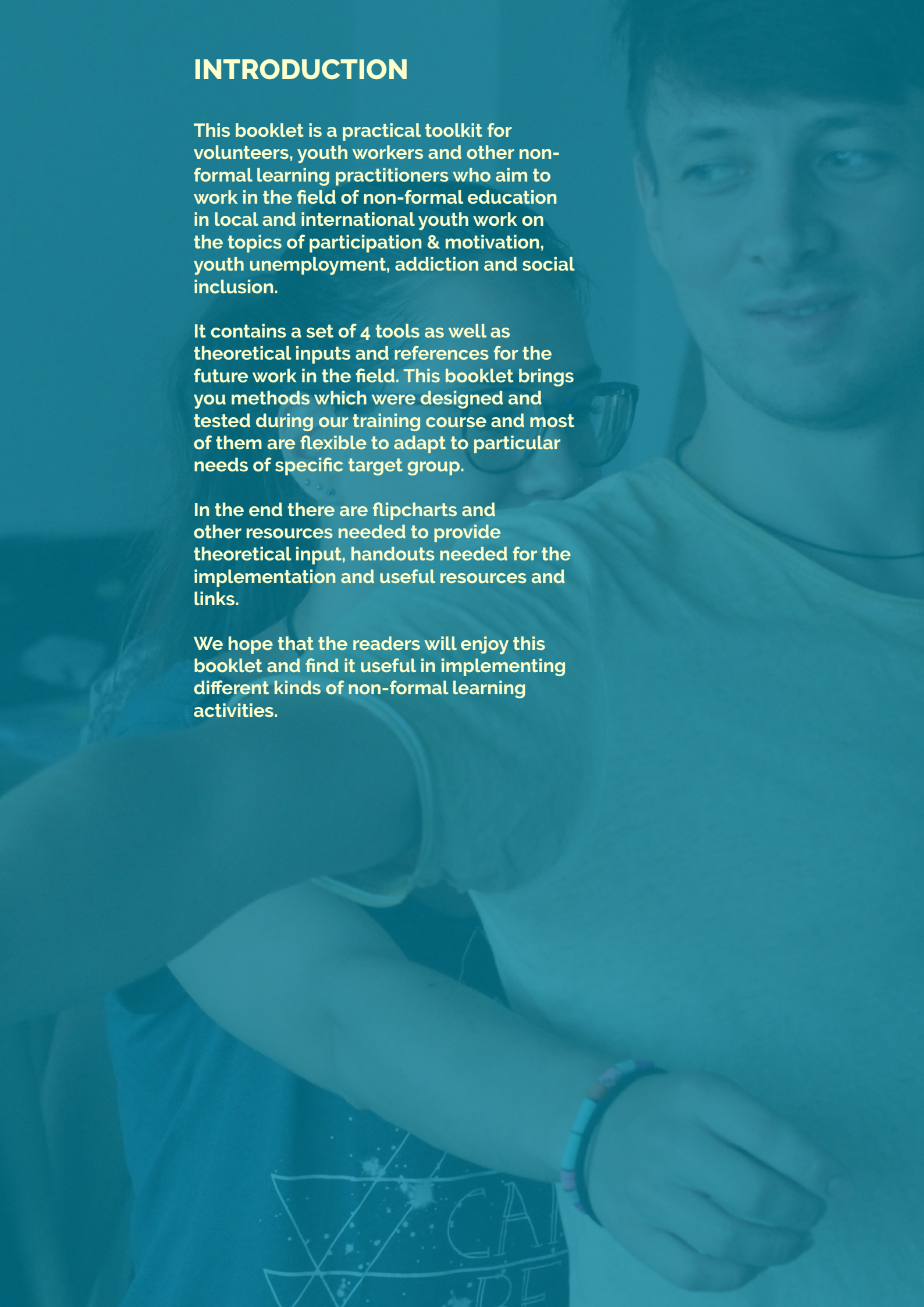
# INTRODUCTION

This booklet is a practical toolkit for volunteers, youth workers and other non-formal learning practitioners who aim to work in the field of non-formal education in local and international youth work on the topics of participation & motivation, youth unemployment, addiction and social inclusion.

It contains a set of 4 tools as well as theoretical inputs and references for the future work in the field. This booklet brings you methods which were designed and tested during our training course and most of them are flexible to adapt to particular needs of specific target group.

In the end there are flipcharts and other resources needed to provide theoretical input, handouts needed for the implementation and useful resources and links.

We hope that the readers will enjoy this booklet and find it useful in implementing different kinds of non-formal learning activities.



## Methods list

### **“Youth unemployment” 12**

- to become more self aware about their skills, qualities and concerns regarding the job search.
- to start thinking about the role of social media in the job search.
- to develop public speaking skills.

### **“Take a step closer” 15**

- to raise awareness about inequality of opportunity
- to develop imagination and critical thinking
- to foster empathy with others who are less fortunate, showing that they have something in common

### **“Fear of the drug” 17**

- to inform about the consequences of addiction and to prevent young people from using drugs.

### **“Be active, take part” 19**

- to empower young people to take action
- to develop motivation,
- to take an active part in the society
- to develop awareness of the importance of one's contribution to the society.







# Youth unemployment



Method description <https://www.youtube.com/watch?v=RpX-BRyPpjQ>

Designed by: Despina, Ivan, Jelena, Verena, Ksenija.



Unemployed youngsters (20+ years).



- to become more self aware about their skills, qualities and concerns regarding the job search.
- to start thinking about the role of social media in the job search.
- to develop public speaking skills.

The aim of the activity is to prepare participants for their presentation at job interviews by becoming (more) aware of their skills, qualities, concerns regarding the job market and how to present them in a job interview setting. Furthermore, participants start understanding the role of social media in job search.



60 minutes



- Music device (pc, phone, other devices able to play music at hearable volume) and a song (possibly upbeat)
- (Colored) papers with questions, belonging to four categories (skills, qualities, concerns, social media).
- Papers with debriefing questions. (Papers for participants, if needed – see “debriefing”).
- Dice – possible big size (has to have numbers).
- Papers with empty sheets for participants.
- Pens for participants.
- Papers and pens for trainers OR flipchart and flipchart markers (for writing key words – see “middle part”)
- Watch (to keep track of time).



1. Introduction: the trainer(s) introduce themselves to the participants, present them the topic and the flow of the session. If needed, the trainers present their role (who will lead each of the activities or who will take pictures and be taking care preparations for coffee break, who will be writing their answers). (5 min)
2. Get to know each other: The trainer starts presenting herself/himself with her/his name and an animal that represents her/him well. She/he also explains why was the animal chosen, then invites the participants to do the same. (10 min)
3. Energizer: Some of the participants get a band over their eyes (they take turns in doing so). The trainer starts the music. All the participants walk around the room/space. When the music stops, the blindfolded participants have to guess whom they've encountered. In order to do so they have to touch others and try to figure out who she/he is. (5 min)
4. Middle part ("The question game"): On the floor the trainers form a 4x6 grid. The grid should be formed before the session's start! The grid has 4 columns: skills, qualities, social media and concerns. Each column has 6 lines. In each in the 6 spaces per column goes a paper with a question/instruction (example: List 3 of your qualities., Which is a quality you possess and a lot of people don't?). All the papers with the questions should be facing down, so the participants are not able to read them. Before starting all the participants should receive a paper with the same schema/sheet as it's formed on the floor, only blank. The schema on the paper should have just the names of the columns and the rows with numbers.

Participants take turns in throwing the dice (note: probably not all the participants will be able to throw the dice). The number on the dice corresponds to a question on the grid. The game starts in the first column (for example "skills"). So if the dice shows the number 2, the participant picks up the second question in the column skills. The participant reads the question at loud, then goes back at her/his place and writes the answer in the corresponding blank space on the paper sheet she/he got at the begging of the exercise. The trainer gives some time to the participants to answer the given question, then discuss it with the participants. When they finish the short discussion, they proceed on with the second roll of the dice. This time they move to the second column (for example "qualities"). The number on the dice this time corresponds with a question in this column. The participant again reads the question, all the participants answer to it and they share with the others what they wish. The activity goes on in the same way; each dice roll starts in the other column, when they're finished, the game starts again in the first column. In this way at least some questions from each column are covered. The length of the activity could vary – depending how talkative the group is; how fast they move towards the questions. If some of the questions remain unsolved, the trainer can show them to the participants. In this way they can still discuss them or the participants just answer to them (in the activity or at home). The method could be adapted; the grid could be smaller with less/repeating questions, the participants could answer the questions immediately after reading them, the answers could be just discussed and not written...

If there's more than one trainer, one of them can put down key words during the discussion of questions and then summarize them or discuss them further in the wrap-up or at the end of this activity. (25 min)



5. Debriefing: Following the 4F model (facts, feeling, findings, future) the trainer asks the participants what happened/what they were doing during the session, how do they feel, what did they learn/discover, how will they use this knowledge/what will they do next. The trainers can write questions on paper and present them to the participants one after the other. If the group is not very talkative, the debriefing could be done in a written way or by drawing and commenting (at wish) the drawing. (10 min)
6. Wrap-up: conclusion. The trainer summarizes the findings, her/his thoughts regarding what emerged during the session. If needed gives the participants tasks they may do at home if they're more interested in the topic, possible food for thoughts... (5 min)

!! W a r n i n g !!

The participants will be blindfolded during the energizer. The trainer(s) has to make sure there will be enough space for them to move freely and to not be harmed.

The energizer includes physical contact between participants – previously asses if all the participants are fine with that.

While adhering at the time planned for each part of the activity take into account the possible change of location (in case the energizer requires more/other space), the setting of the grid on the floor (the trainers can split – one takes care of the energizer and the other prepares the activity of the middle part), consider the characteristic and group size while deciding the duration of the middle part – at wish you can make it longer or shorter.

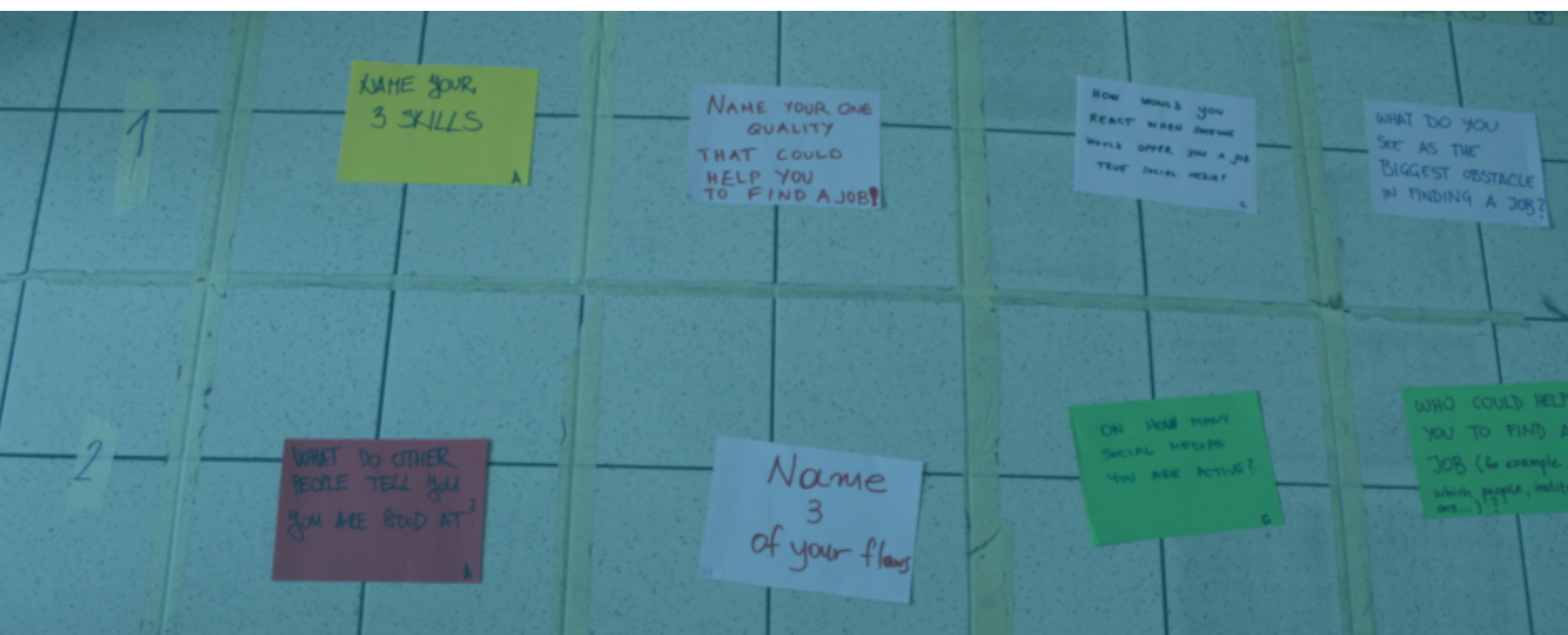


As listed above; blank sheets for participants.

\* If not obtained in other occasion and if required the document for the consent of taking and using pictures, signed by the participants. \*



- Participants became (more) self-aware about their skills, qualities and concerns regarding the job search.
- Participants started thinking about the role of social media in the job search.
- Participants practiced public speaking while talking in front of the other participants.



# Take a step closer



Method description [https://www.youtube.com/watch?v=\\_aRVyDxCVll&](https://www.youtube.com/watch?v=_aRVyDxCVll&)

Designed by: Estefania, Annita, Nathan, Andreea



- To raise awareness about inequality of opportunity
- To develop imagination and critical thinking
- To foster empathy with others who are less fortunate, showing that they have something in common



90 minutes



- Role cards
- An open space (a corridor, large room or outdoors) • Tape or CD player and soft/relaxing music
- A hat



1. Create a calm atmosphere with some soft background music. Alternatively, ask the participants for silence.
2. Ask participants to take a role card out of the hat. Tell them to keep it to themselves and not to show it to anyone else.
3. Invite them to sit down (preferably on the floor) and to read carefully what is on their role card.
4. Now ask them to begin to get into role. To help, read out some of the following questions, pausing after each one, to give people time to reflect and build up a picture of themselves and their lives:
  - What was your childhood like? What sort of house did you live in? What kind of games did you play? What sort of work did your parents do?
  - What is your everyday life like now? Where do you socialise? What do you do in the morning, in the afternoon, in the evening?
  - What sort of lifestyle do you have? Where do you live? How much money do you earn each month? What do you do in your leisure time? What you do in your holidays?
  - What excites you and what are you afraid of?

Now ask people to remain absolutely silent as they line up beside each other (like on a starting line)

Tell the participants that you are going to read out a list of situations or events. Every time that they can answer "yes" to the statement, they should take a step forward. Otherwise, they should stay where they are and not move.

Read out the situations one at a time. Pause for a while between each statement to allow people time to step forward and to look around to take note of their positions relative to each other.

8. At the end invite everyone to take note of their final positions. Then give them a couple of minutes to come out of role before debriefing in plenary.

In the second round you hug someone in order to make a human connection and create unity among participants with different backgrounds.





- Start by asking participants about what happened and how they feel about the activity and then go on to talk about the issues raised and what they learnt.
- How did people feel stepping forward - or not?
- For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were?
- Did anyone feel that there were moments when their basic human rights were being ignored?
- Can people guess each other's roles? (Let people reveal their roles during this part of the discussion)
- How easy or difficult was it to play the different roles? How did they imagine what the person they were playing was like?
- Does the exercise mirror society in some way? How?
- Which human rights are at stake for each of the roles? Could anyone say that their human rights were not being respected or that they did not have access to them?
- What first steps could be taken to address the inequalities in society?





# Fear of the drug



Method description <https://www.youtube.com/watch?v=Hn8CkQkOhSE>

Designed by: Ducu, Andra, Franz, Giorgos, Marilena



- to inform about the consequences of addiction and to prevent young people from using drugs.



45 min to 1 hour



- We used the frontal presentation, also had digital presentation and audiovisual sources (videos, song)



We decided to start with a song energizer, we played the 'fear of the dark' song and encourage everyone to clap in the rhythm. Then we had an introduction to our topic and we started presenting. The presentation was first including some possible reason why people turn to drugs and what are the physical and psychological consequences of drug addiction. Then we gave out some information about different drugs and the percentage of users in every European country. Then we showed a video that was aiming to prove our point about the consequences of drug addiction and prepare our audience for the next video that was quite harder.

Moreover we analyze the fact that is not only the drugs that are dangerous for people but also the sellers behind the and all the background of this dark business that is mostly runned by mafia and people that just see drag addicts as profits and not us people. In conclusion we showed one last video that was showing roughly how mafia is using a drug addict and how meaningless his life is to them. That video was aiming tk shock people and make them rethink about their perception of drug use and prevent them from even trying.

To end the session we played a game in order to show how addiction can ruin lives, we had a hypothetic fire in the middle and it was symbolizing addiction, we asked the group to write on paper their four favorite things/ people and then in every round they had to put one item in the fire of addiction as it was becoming bigger and bigger they had to give out something more precious and we stopped the gam when everyone was left with only one thing there most important one. The aim was to show again how but is addiction influencing peoples life and how much is costing them if they keep being addicted. Finally we had a meditation for everyone to relax and think something positive as it was a hard and heavy topic for everyone.



Digital presentation. Download here: <https://drive.google.com/open?id=1egZCWrhkJmZ2evSBowq2VvjiMGXAFgWI>



- We manage to touch peoples feelings and also shock them a bit intentionally I would say as we all agree that in serious cases like drug addiction is quite needed because 'don't do drugs' is not that powerful thing to say.



# Be active, take part



Method description <https://www.youtube.com/watch?v=vXqzSYilvpw>

Designed by: Agne, Antonio, Gil, Evelina



Young people from 18 to 29 years old that are not participating in any volunteering activities, does not take action and participate in civic activities. The session tend to be used when participants getting to know each other and trainers can identify characters of each.



- to empower young people to take action
- to develop motivation,
- to take an active part in the society
- to develop awareness of the importance of one's contribution to the society.



60 minutes



- flip chart, markers, blindfolds for every participant, if not possible, at least to one
- member in each team, blindfolds for every participant, if not possible, at least to one
- member in each team, questions written down on the paper to discuss, different
- colours papers to every member.



1. Energizer „Peel the banana“  
It is a dance about the banana where it is bananas united, peeled, chopped, eaten and digested.
2. Introduction of the topic of lack of motivation, perspective and participation. Inspiration for the session.  
Welcome to the session on participation, perspective and motivation.  
How do you think it is connected participation, perspective and motivation? (answers put on the flip chart)
3. Group devision for the game  
divided into small groups of 4-5 by counting 1 to .... in any language.
4. Worm game  
Instructions to participants:. Before the start of the game participants have 1 minute to agree on a strategy they are going to use. Each group has to stand in a line one after another. first one in a line is blindfolded. Participants are not allowed to speak to each other during the game. All people in the line has to close their eyes/be blindfolded except the last one. The aim is to move around the space without bumping to each other. The game is stopped every 1 minute and participants change their role/position in the „worm“. Devision of the group (pre prepared)  
Devision is done in advance by trainer. Taking into consideration personal qualities of participants. Every team should contain 1-2 natural leaders. Trainer dividing team by giving different colour papers according to pre-prepared list of teams.





5. Game „Building a house” for the teams of 5-9 members  
 Instructions given to the teams: from now on you have to remain silent. You will be given your role written on the paper. Please strictly stick to the instructions. Do not talk. Do not show your role to each other. You have to keep your role in secret. After you read your role, please give it back to trainers. The objective is to build a stable construction (house) using all the materials on the table.  
 To the trainer: after giving an instruction, you have to collect all the cards with roles. You tell the time of the task in each round before it starts. It would be nice if every team could be monitored in the same time (you need a trainer/facilitator for each team). the  
 The game contains of 3 rounds.  
 1st round. You give a papers with the same task to all the members of the team: „Passive member of society - Convince other members to build a house. You can not touch anything”. You give 1 minute.  
 In a 2nd round you give more time emphasising that the result of not builded houses during first round may be due to the time limit. You give 3 minutes. And different roles:  
 „Team leader - gives instructions to the members of the team (not speaking) but can not touch anything”  
 „Follower - find out who is a leader and follow his/hers instructions”  
 „Builder - just build a how in your own way”  
 „Passive member - you just do not participate, only observing the process”

IT HAS TO BE EQUAL AROUND NUMBER OF BUILDERS AND FOLLOWERS

In 3rd round you create utopia in the teams. You give 5 minutes. The same roles are divided excluding the role of the Saboteur:

- „Team leader - gives instructions to the members of the team (not speaking) but can not touch anything”
- „Saboteur - you have to ruin the house but nobody has to understand that you do this on purpose”
- „Follower - find out who is a leader and follow his/hers instructions”
- „Builder - just build a how in your own way”
- „Passive member - you just do not participate, only observing the process”

Debriefing of the „Build a house game”

Questions: what's happened in each round of the game? How did you feel about the results of building each time? What has changed in the third round? What you have learned from that? How could you use what you have learned? What could you say about participation?



# Handouts



FEARS						
SOCIAL MEDIA						
QUALITIES						
SKILLS						



SKILLS	QUALITIES	SOCIAL MEDIA	FEARS
Name 3 of your skills	Name your one quality that could help you find a job?	How would you react when someone would offer you job through social media?	What do you see as the biggest obstacle in finding a job?
What do other people tell you are good at?	Name 3 of you flaws.	How many social media platforms are you active on?	Who could help you find a job? (e.g. people, institutions...)
Name one skill other people don't have but you do?	What qualities would you like to have?	What kind of photos would be better to avoid posting on social media?	Are you worried about job interviews? If yes, why?
What skills are needed in the job you want to do?	What qualities do you appreciate in others?	Do you prefer using social media or personal approach in finding a job?	Would you consider leaving your hometown for a job?
Where / how did you learn your skills?	Name 3 of your qualities	How could social media be an obstacle in finding a job?	Are you worried you wouldn't fulfil the expectations in your job?
What skills would you like to gain?	What qualities would you like your boss to have?	How could social media help you find a job?	Do you feel insecure if you lack experience?

## Statements

Please take a step forward if...

1. You have never encountered any serious financial difficulty.
2. You feel your language, religion and culture are respected in the society where you live.
3. You are not afraid of being stopped by the police.
4. You have never felt discriminated against because of your origin.
5. You have adequate social and medical protection for your needs.
6. You have an interesting life and you are positive about your future where you live.
7. You feel you can study and follow the profession of your choice.
8. You are not afraid of being harassed or attacked in the streets.
9. You have political representatives that fit your needs.
10. You can celebrate the most important religious or traditional festivals with your relatives and close friends.
11. You have never felt discriminated in your workplace due to your religion, race, gender, sexual orientation or so on.
12. You can fall in love with the person of your choice without any trouble.
13. You feel that your competence is appreciated and respected in the society where you live.
14. You can use and benefit from the Internet without restriction
15. Have access to food, a shelter and water.

Step forward to hug someone if...

16. You've ever felt apart and found a person to lean on
17. You've ever fell in love
18. You've ever a spontaneous human connection with someone
19. You've ever helped someone (stranger, neighbor, old lady, friend) for no reason
20. You've ever supported any social NGO by donating, volunteering, organizing activities with them, collaborating, and so on.
21. You've ever felt empathy
22. You've ever made a kid smile.
23. You've ever hugged someone who was crying
24. You've ever kissed passionately
25. You've ever helped a person in need
26. You've ever given food to a hungry person or water to a thirsty human being
27. You've ever taken care of a brother, sister, grandmother, kid, etc.
28. You've ever felt pain in your life
29. You've ever felt lucky / privileged because of the friends you have
30. You've ever looked at a special person's eyes and felt like home (even though you were not physically at home)
31. You've ever hold someone's hands.
32. You've ever lost something important in your life.

<b>ROLES</b>	You are a young refugee from Syria living in the USA.
You are a woman who suffered from physical violence.	You are a police officer in a very small village.
You are a person from the LGBT community.	You are the daughter of a well-known politician.
You are a homeless young person.	You are bilingual 21 years old successful youtuber.
You are an unemployed single mother.	You are a young economically & professionally established person who struggled with emotional being issues.
You are a religiously devoted Arab Muslim girl living in a European secular society.	You are a young man working in the army.
You are the son of a very successful Chinese investor living abroad.	You are a new student in a foreign country who is struggling to adapt to the new cultural environment because of the language barrier.

You are a convincer. You need to convince someone to build the house.

You are a builder. You need to build a house.

You are a follower. Find a leader and follow his instructions.

You are a crocodile. You need to sabotage the work in a subtle, clumsy and sneaky way.

You are a leader. Do not participate. Without talking convince others to build a house. Give instructions.

You are a convincer. You need to convince someone to build the house.

You are a builder. You need to build a house.

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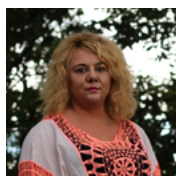
You are a builder. You need to build a house.

You are a follower. Find a leader and follow his instructions.

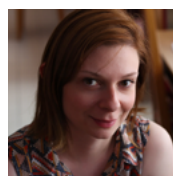
You are a crocodile. You need to sabotage the work in a subtle, clumsy and sneaky way.

You are a leader. Do not participate. Without talking convince others to build a house. Give instructions.

## Team & list of participants



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## Working frame

### ERASMUS PLUS

Erasmus+ is the EU's new programme for boosting skills and employability through education, training, youth, and sport. In the time frame 2014-2020 the programme will provide opportunities for over 4 million Europeans to study, train, gain work experience, and volunteer abroad.

### What does it involve?

Funding for youth activities under Erasmus+ aims to improve the key competences, skills and employability of young people, promote young people's social inclusion and well-being, and foster improvements in youth work and youth policy at local, national and international level. Concretely in the field of youth, the Erasmus+ programme offers three main opportunities:



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### Key Action 1:

Learning mobility opportunities for young people and youth workers

Young people have the opportunity to participate in youth-exchanges or to volunteer for a period up to one year in another country. Youth workers can take part in training and networking activities abroad or spend some time in a youth organization abroad for a job shadowing or an observation period.

### Key Action 2:

Opportunities for cooperation for innovation and exchange of good practices

Organizations can apply for funding to work in partnership with organizations from other participating countries. The projects funded under this action will focus on sharing, developing and transferring innovative practices in education, training and youth provision between participating countries.

### Key Action 3:

Opportunities to support policy reform

The Erasmus+ programme will fund strategic activities supporting policy reform across the EU. Funding opportunities in the field of youth under this action can take the form of meetings between young people and decision makers.

### Who can take part?

Various opportunities are available under Erasmus+, including opportunities for young people (aged 13-30), youth organizations, and other stakeholders active in the field of youth.

Find out more under: [http://ec.europa.eu/programmes/erasmus-plus/index\\_en.htm](http://ec.europa.eu/programmes/erasmus-plus/index_en.htm)



## Useful resources

YouthPass <https://www.youthpass.eu/en/>

EU framework of 8 key competences for lifelong learning <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=URISERV:c11090>

SALTO Toolbox <https://www.salto-youth.net/tools/toolbox/>

Council of Europe education pack <http://www.eycb.coe.int/edupack/>

Council of Europe Youth Work Portfolio <http://www.coe.int/en/web/youth-portfolio>

European Portfolio for Youth Leaders and Youth Workers [http://pjp-eu.coe.int/documents/1017981/8494916/Portfolio\\_en.pdf/b79d4522-1979-493e-b441-16e7153c5428](http://pjp-eu.coe.int/documents/1017981/8494916/Portfolio_en.pdf/b79d4522-1979-493e-b441-16e7153c5428)

Erasmus+ Programme Guide [http://ec.europa.eu/programmes/erasmus-plus/sites/erasmusplus/files/files/resources/erasmus-plus-programme-guide\\_en.pdf](http://ec.europa.eu/programmes/erasmus-plus/sites/erasmusplus/files/files/resources/erasmus-plus-programme-guide_en.pdf)



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This project has been funded with the support from the European Commission.

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Issued by: Association of deaf and hard of hearing

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Layout and design: Paolo Pelesk

November 2018, Nova Gradiška, Croatia

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