



METHODOLOGIES FOR INTERCULTURAL YOUTH WORK

AN E-BOOKLET ON TOLERANCE WITH AND FOR
MINORITIES, MIGRANTS, AND REFUGEES



*Cultural Awareness and Social Inclusion
Through Dramatic Arts*

Erasmus+ Training Course
Sf. Gheorghe, Romania, 11-16 of March 2026

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Partner organizations



YOPA - Fiatalok az Állampolgári Részvételért Közhasznú Egyesület (HU)

Bridge 4 Youth (NT)

Empowerment Horizon Group (GEO)

'Level Up international' Kadino Ilinden (MK)

Gənc Sahibkarlar Klubu İctimai Birliyi (AZE)

Shoqata Shqiptare e Shkencave Sportive (ALB)

COSMOPOLITAN (SRB)

Savez za sport i rekreaciju Federacije Bosne i Hercegovine BiH

Demokrasiji Seven Genc Egitimciler Dernegi (TR)

StartUp HUB (RO)

About StartUp HUB

- **StartUp HUB** was founded in 2021 with the main general objectives such as: to promote entrepreneurship; to raise awareness on formal, non-formal and informal education; to develop professional training; to sustain the startup ecosystem; to promote economic, social and tourism development; to implement the goals of 2030 Agenda for Sustainable Development. We are giving instruments and opportunities to people on a regional level that want to use entrepreneurship as a tool to have an impact on society. We provide our members from Covasna county with the network, knowledge, and expertise to produce real results, and we create toolkits, host and organise events, and much more - giving all the support that our members need to reach their goals.
- Our regular activities are lobbying for a startup-friendly region and by challenging legislation that hinders innovation; creating a diverse and inclusive ecosystem that celebrates the entrepreneurial spirit and that sees failure as simply one step on the journey to success; facilitating the transfer of knowledge among our members. One of our goals is to bring the startup world closer to the younger generation in Covasna county. By awakening young peoples' interest in following innovative ideas, we aim to inspire them to go down the path of entrepreneurship and consider it a viable career choice in the future.



Introduction

The “**Cultural Awareness and Social Inclusion Through Dramatic Arts**” training course, under Erasmus+ KA153-YOU, equipped 40 youth participants from 10 countries with theatre-based methods to support minority, migrant, and refugee youth. Through non-formal, participant-centered learning, they practiced techniques like Stanislavski theatre, improvisation, and pantomime to foster intercultural understanding, creativity, and inclusion.



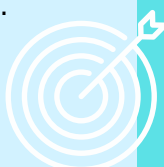
In the context of globalization and increased mobility, cultural and ethnic diversity was recognized as a significant aspect of everyday life. It brought both opportunities and challenges for peaceful coexistence and interaction between different ethnic and cultural groups. The phenomenon of interethnic marriages served as a significant indicator of how diverse communities accepted and integrated each other. **Our project** aimed to train youth workers capable of using theatrical techniques such as **Stanislavski Theatre (psychological theatre)**, **theatrical improvisation methods**, and pantomime methods to support addressing the needs of minority youth, including migrants and refugees.



Objectives of the TC



- Increase the capacity of 40 youth workers to effectively address the needs of young people from minorities, including migrants and refugees.
- Development and implementation of new innovative methods of working with minorities, with a special focus on theatrical techniques.
- To increase the intercultural awareness and understanding of youth workers, providing them with opportunities to build and expand networks of international contacts.
- Improving the intercultural competences of the 40 youth workers to facilitate the integration and support of young people from diverse cultural backgrounds.
- Initiating and promoting youth exchanges addressing the needs and interests of young people from minorities, in line with the proposals of the Erasmus+ programme.
- Using drama tools to break the ice, for team building, developing communication skills, warming up physically, group dynamics and encouraging creativity in order to support expression and empowerment young people from minorities, refugees and migrants.
- Brainstorming to identify the problems faced by youth workers participating in the project in their daily work with young people from minorities, refugees and migrants.
- Motivate others through their own examples of success stories in working with young people.
- Deepening the understanding of cultural differences and institutional racism.



The importance of Youth Work



Youth workers are change-makers who operate in a world where cultural and ethnic divisions can sometimes grow stronger than human connections. Our role, particularly within this Erasmus+ mobility, is to create safe, creative spaces where young people from diverse backgrounds feel seen, valued, and reminded that their voices matter. Ultimately, our youth work is about:

"...creating the artistic and psychological spaces where young people, regardless of their origin, can change the world through expression and empathy."

The training focused on practical and ethical principles that guide high-quality engagement with marginalized groups. These values shape how we work with young people to build trust across cultural borders:

- **Inclusion & Diversity:** Proactively bringing in those from minority or refugee backgrounds.
- **Empathy & Respect:** Using drama to understand the lived experiences of others.
- **Solidarity & Collaboration:** Building international networks to combat institutional racism together.
- **Democracy:** Promoting active participation and the right to be heard.

The Challenge: Design for Impact

During the "Cultural Awareness and Social Inclusion Through Dramatic Arts" training course in Sfântu Gheorghe, participants moved beyond theoretical discussion into the high-stakes environment of practical facilitation. The core of this challenge was to bridge the gap between understanding the struggles of minority, migrant, and refugee youth and actively designing interventions to support them.

The Workshop Mandate

Participants collaborated in international teams to design and lead a short, non-formal workshop centered on the project's pillars: Inclusion, Empathy, or Empowerment. This was not merely an academic exercise; it was a simulation of the 40 local youth activities they are committed to implementing in their home communities following the project.

The Strategic Design Framework

To succeed, teams had to apply the specific quality standards and methodologies mastered during the residential week:

- **Needs Assessment:** Groups identified specific, real-world challenges—such as the 32% of youth who feel excluded from the job market or the 22% who feel discriminated against in their local communities.
- **Aim & Outcome Definition:** Each workshop required a precise goal, such as breaking a specific cultural stereotype or utilizing non-verbal communication to bridge language gaps for newly arrived refugees.
- **Methodology Integration:** Participants were required to adapt the Stanislavski (psychological theatre) or pantomime methods learned in the training, ensuring they could lead activities with minimal resources and maximum emotional impact.
- **Tangible Results:** Every session had to result in observable learning outcomes—such as a participant's increased ability to "read" body language or a documented shift in group dynamics.
- **Pilot Testing & Peer Review:** In a "Live Lab" setting, teams facilitated their sessions for their peers. This phase concluded with a rigorous feedback loop, where "Learning Bulletins" and constructive criticism focused on their facilitation skills and their ability to create a safe, inclusive environment.



Experiential Learning: Workshops by the participants

During the training course, participants collaborated to move from theoretical understanding to practical facilitation. The challenge was to design and pilot short, 20-minute non-formal workshops based on the core values of tolerance, inclusion, and empathy, specifically tailored for minorities, young migrants, and refugees.

Workshop 1: "The Power of First Impression"

- **Target Group:** 28 participants, aged 18–50.
- **Aim:** To help participants recognize how quickly they form "first impressions" based on visual cues and reflect on how these snap judgments lead to harmful stereotypes for young migrants and refugees.
- **Methodology & Space:** Movement exercise and group discussion in an open room with a circle of chairs.
- **Step-by-Step Execution (20 minutes):**
- **Introduction/Warm-up (5 min):** The session starts with a brief introduction, followed by a 4-minute physical warm-up using a guided dance method from YouTube to break the ice.
- **Main Activity (13 min):** Participants are randomly paired up by drawing numbers from a box. Standing face-to-face, they share their immediate first impressions of each other by guessing three things: the person's hobby, their personality type, and their profession or field of study.
- **Reflection (2 min):** A quick Q&A session to sum up how accurate (or inaccurate) those snap judgments really were.
- **Key Message:** Develop personal relations based on genuine communication instead of relying on a first impression.



Workshop 2: "Who Am I?"

- **Target Group:** 36 participants, aged 16+ (Note: Emotionally draining activity).
- **Aim:** To encourage individuals to be more open about themselves, show empathy, support others, and avoid judging anyone.
- **Methodology & Space:** Storytelling and reading anonymous confessions in an indoor space with chairs, paper, and pens.
- **Step-by-Step Execution (20 minutes):**
- **Introduction/Warm-up (5 min):** A participant delivers a speech explaining that we are born without choices. This is visually represented by a person sitting inside a "box".
- **Main Activity (15 min):** Participants are given anonymous confessions written by others. Each person reads a confession out loud to the society/group. The atmosphere is tense but deeply touching, allowing participants to acknowledge their own and others' hidden struggles.
- **Reflection (2 min):** A closing moment to reinforce the main message of mutual support.
- **Key Message:** Everyone you ever meet is fighting a battle you know nothing about; be kind always.



Workshop 3: "If My Name Sounded Different"

- **Target Group:** 29 participants, aged 18+.
- **Aim:** To raise awareness of how a person's name affects first impressions and their position in society, and to reflect on the dangers of judging someone solely by their name.
- **Methodology & Space:** Group discussion using small groups around tables.
- **Step-by-Step Execution (20 minutes):**
- **Introduction/Warm-up (5 min):** The facilitators explain the activity and divide the room into 6 small groups.
- **Main Activity (10 min):** Each group randomly receives a name. The twist: two different groups secretly receive the exact same name. The groups discuss and write down how they imagine this person looks, their job, age, physical appearance, and characteristics, and then present their profiles.
- **Reflection (5 min):** The facilitators reveal that two groups had the same name and compare how drastically different their imagined profiles were. An open discussion follows.
- **Key Message:** A name shouldn't be the reason for judging someone or excluding them because it sounds different.



Workshop 4: "Think Before You Act – Don't Judge a Book by Its Cover"

- **Target Group:** 31 participants, aged 18–40.
- **Aim:** To show how labels affect people's behavior, how labeled people internalize society's views, and to help participants realize that their reactions to labels are often automatic.
- **Methodology & Space:** Improvisation and role-play in an open room.
- **Step-by-Step Execution (20 minutes):**
- **Introduction/Warm-up (5 min):** A short energizer to prepare participants for thinking, followed by the selection of volunteers.
- **Main Activity (10 min):** Four volunteers sit on chairs facing the group. Different "labels" are stuck to their backs, which they cannot see. The other participants must improvise and act toward the volunteers according to the labels. The labels are then swapped so volunteers experience different attitudes.
- **Reflection (5 min):** Volunteers guess their labels based on how they were treated. Facilitators ask the actors how they knew how to behave, leading to the realization that their behavior was automatic and dictated by societal prejudices.
- **Key Message:** Think before you act - don't judge a book by its cover.

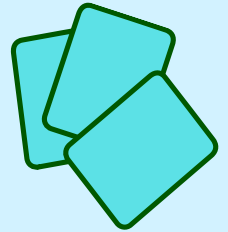


Workshop 5: "Together Beyond Differences"

- **Aim:** To prove that communication is possible even without words, and that through gestures, body language, and facial expressions, we can still understand each other.
- **Methodology & Space:** Physical movement and pantomime.
- **Step-by-Step Execution:**
- **Part 1: Untangle:** Participants divide into two circles, close their eyes, and randomly grab the hands of two different people. Opening their eyes, they find themselves in a tangled knot. Without letting go, they must communicate and move carefully to untangle themselves back into a normal circle.
- **Part 2: Mime:** Participants divide into groups of six. One person (the guesser) receives a card with a word but cannot look at it. The other five must explain the word without using any sounds, relying purely on gestures and body language.
- **Reflection:** Participants are given sticky notes to write down their thoughts, feelings, or what they learned. They stick these on a board to share different opinions and reflect as a whole group.
- **Key Message:** Communication is much more than just speaking.



CO-CREATED TOOLS FOR INCLUSION: THE TOLERANCE CARDS



One of the primary tangible results of the "**Cultural Awareness and Social Inclusion Through Dramatic Arts**" training course is this set of Tolerance Cards. These cards were co-created by the participants, transforming the theoretical knowledge gained during the residential week into practical, "ready-to-use" tools for youth work.

The Purpose of the Cards

In line with the Erasmus+ Inclusion and Diversity Strategy, these cards aim to:

- Equip youth workers with theatrical tools to break the ice and develop communication skills.
- Help young people explore their cultural identity and confront stereotypes.
- Provide a framework for meta-reflection and the documentation of learning outcomes through the Youthpass process.

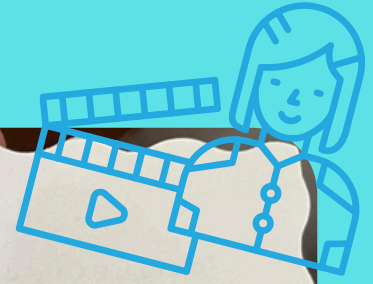
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Tolerance Card 1: The Immigrant's Solitude

- **Methodology:** Stanislavski & Psychological Theatre
- **Concept:** Naturalism & Emotional Truth
- **The Challenge:** In a pair or small group, choose a character facing "unfair behavior and unequal treatment". Before acting, answer the **Actor's Questions**: Who am I? What do I want? What is stopping me? What am I feeling inside?
- **The Action:** Perform a 2-minute improvised scene focusing on the "feeling of solitude" or a "miserable feeling". Use realistic dialogue, subtext, and intentional pauses to reveal emotion rather than grand gestures.
- **Reflection:** How do "inner desires and fears" drive a person's outward actions in a new country?

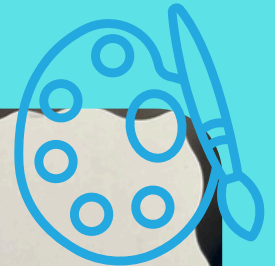
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 Tolerance Card 2: Challenging the "BUT"

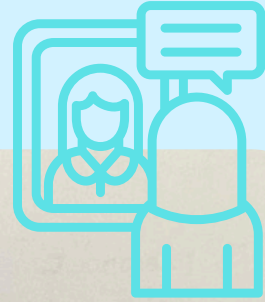
- **Methodology:** Dialogue & Improvisational Theatre
- **Concept:** Identifying Hidden Gender Stereotypes
- **The Challenge:** Discuss the societal contradiction: "Women and men are equally represented in the workforce, **BUT** women are expected to do most of the chores" or "**BUT** men are expected to be masculine".
- **The Action:** Create a "Tableau Vivant" (living picture) of a workplace where everyone appears equal. On the facilitator's signal, the characters must shift into their "stereotyped" roles (e.g., chores vs. traditional masculine expectations).
- **Reflection:** How does it feel to transition from an "equal" status to a "stereotyped" expectation? How can we break these automatic reactions in our daily lives?

3



 Tolerance Card 3: From Problem to Solution

- **Methodology:** Case Studies & "Artivism"
- **Concept:** Active Citizenship & Advocacy
- **The Challenge:** Select a critical community issue: **Youth Unemployment, Youth Emigration, Femicide, or Corruption/Nepotism.**
- **The Action:** Using the solutions identified—such as "transparent recruitment processes," "stronger anti-corruption institutions," or "awareness campaigns against violence"—design a 1-minute "pitch" to a local decision-maker.
- **Reflection:** How can youth workers and young people collaborate to ensure these "solutions" become a reality in their communities?



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Tolerance Card 4: The Path to Growth

- **Methodology:** Youthpass Learning Process
- **Concept:** Meta-Reflection & Self-Assessment
- **The Challenge:** Take a moment for personal evaluation. Identify your strengths and ask yourself: "What did I learn during this activity?"
- **The Action:** Map out your next steps. Write down one specific **Goal** and one "Aha! Moment" you had. Share this with a peer to gain confidence and track your development.
- **Reflection:** What does it mean to you to **Reflect, Learn, and Grow** as a youth worker?

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Card 5: The Mask of Human Emotion

- **The Concept:** Understanding that realistic dialogue and subtext reveal what is hidden.
- **The Challenge:** Perform a scene of "Unequal Treatment". Focus not on the words, but on the **pauses and subtext**.
- **Reflection:** If "Inner desires and fears drive actions," what is the hidden desire of someone who feels "miserable" in a group? How can a youth worker help them feel seen?



The Living Stage: Capturing Inclusion Through Dramatic Arts



Connecting with Local Youth Ecosystems: The Study Visits

A core objective of our mobility was to "increase the intercultural awareness and understanding of youth workers" by providing direct exposure to local youth work practices in Romania. On the fifth day of the training, we moved into the "Live Lab" of Sfântu Gheorghe and surrounding areas to explore how organizations address the needs of young people with fewer opportunities.

StartUp HUB: Entrepreneurship for Impact

As our host organization, **StartUp HUB** presented their methodology for using entrepreneurship as a tool for social impact. We explored how they awaken young people's interest in innovation and support them in considering entrepreneurship as a viable path, particularly for those facing "fear of failure" or "lack of information" in rural communities.



VET Center Romania: Specialized Inclusion

The visit to the **VET Center** focused on "professional development activities" and vocational training. The presentation highlighted specific strategies for including students with fewer opportunities, ensuring they have "equal access to formal and non-formal learning environments"

Red Cross: Humanitarian Youth Work

At the Red Cross, participants saw how "solidarity and accountability" are put into practice. This visit provided a window into how "the needs of the most disadvantaged"—including those facing health or economic barriers—are addressed through community support networks.

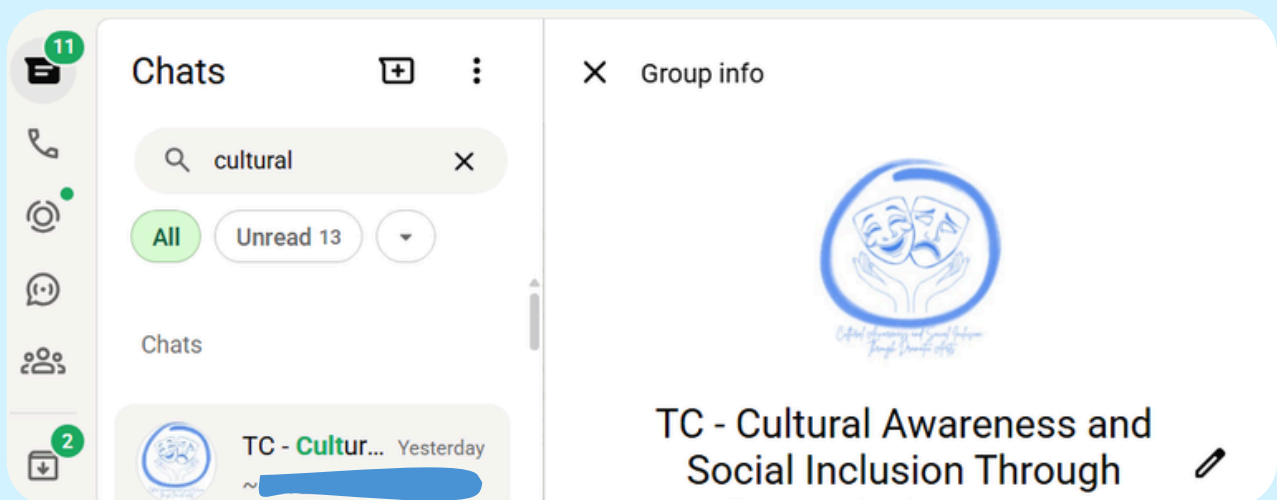
Youth Club in Sacele:

Exploring the Youth Club in Sacele gave us a practical look at "street work" and community-based engagement. We learned how local clubs provide a safe space for young people from diverse cultural backgrounds to collaborate, mirroring our project's goal of "promoting the inclusion of young people" at the local level



Digital Tools: Enhancing Connection and Learning

Our training leveraged **digital tools** not just for efficiency, but to actively enhance communication, knowledge sharing, and continuous learning. **WhatsApp** proved essential for continuous communication and fostering a strong network among participants and trainers, extending engagement beyond the physical mobility itself. Throughout the activities, tools like **Mentimeter** and **Padlet** transformed group work, enabling real-time feedback, brainstorming, and collective documentation. This focus aligns with the overall European Youth Strategy goal of promoting digital transformation in youth work. Furthermore, the dedication to creating a Digital Toolkit ensures that methods and resources collected during the training remain accessible, promoting the broader adoption of these strategies across Europe. Participants actively contribute to this shared, accessible resource base, guaranteeing that the project's innovations remain relevant in the long term





SO

MANY



BEAUTIFUL



MOMENTS



TOGETHER





Cultural Awareness and Social Inclusion
Through Dramatic Arts



Youthpass ceremony

In the framework of the "Cultural Awareness and Social Inclusion Through Dramatic Arts" training course, the Youthpass served as more than just a certificate; it was a continuous process of self-discovery and professional validation. As a European instrument designed to recognize non-formal learning outcomes, it allowed our 40 participating youth workers to translate their intensive experiences in Sfântu Gheorghe into a standardized portfolio of competencies.

Transforming Drama into Development

By moving from the emotional depths of Stanislavski's Psychological Theatre to the non-verbal challenges of pantomime, participants didn't just learn "theatre"—they developed specific skills applicable to high-quality youth work. Through the Youthpass process, every participant engaged in:

- **Meta-Reflection:** Daily sessions in small mixed groups to share "Aha! Moments" and document how new knowledge can be used in local youth work.
- **Morning Coffee Bulletins:** Creating collaborative "learning bulletins" to track development and set new objectives.
- This mobility was specifically designed to help youth workers Reflect, Learn, and Grow across the European Training Strategy (ETS) Competence Model.



Cultural Awareness and Social Inclusion
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Co-funded by
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Conclusion

As we close the pages of this e-booklet, we are not ending a journey, but rather stepping onto a much larger stage. The **"Cultural Awareness and Social Inclusion Through Dramatic Arts"** training course was more than an exercise in performance; it was a "Live Lab" where 40 youth workers from 10 different nations came together to bridge the gap between understanding struggles and designing interventions.

By learning about **Stanislavski's Psychological Theatre, Improvisation, and Pantomime**, our participants have equipped themselves with the artistic and psychological tools necessary to create safe, creative spaces in their own communities. We leave Sfântu Gheorghe with the firm belief that "regardless of their origin, young people can change the world through expression and empathy".

Reflect, Learn, and Grow—the curtain is just rising.

