

**DEVELOPING**

**and**

**ADAPTING**

**NON-FORMAL EDUCATION METHODS  
TO THE NEEDS OF YOUNG REFUGEES**




Erasmus+

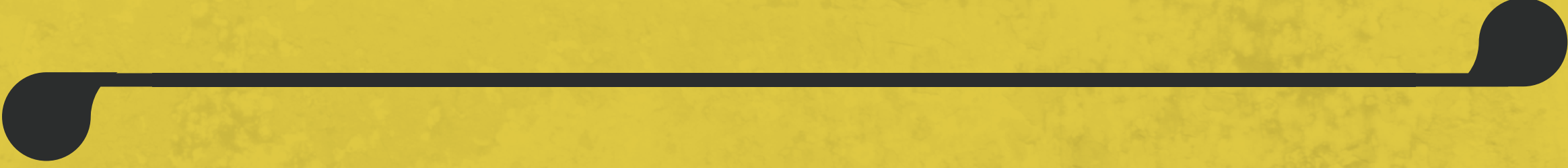
This project is funded by the European Union.

*Inter  
Aktion*





"THE BEST  
SOLUTIONS  
COME FROM  
UNDERSTANDING"





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Choose a language:



The translations were provided by our partners.

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# INTRODUCTION

This booklet is the outcome of the Erasmus+ Training Course **“Developing and adapting non-formal education methods to the needs of young refugees”**.

The project was based on sharing experience and good practices as well as developing, adapting, practicing and reflecting on workshops that would meet the needs of young refugees. During the training course youth workers from Austria, Bulgaria, Former Yugoslav Republic of Macedonia, Greece, Italy, Lithuania, Poland, Portugal, Spain and Turkey were working closely together with the refugees when developing this booklet to tailor it to the needs of young refugees. This booklet was developed to support youth workers by providing basic guidance and ideas for their future work.

**Project idea and  
development: InterAktion -  
Verein für ein  
interkulturelles  
Zusammenleben, Austria**

## **Project Partners:**

**Sdruzhenie Re-Act** - Bulgaria

**Association Humanost** -

Former Yugoslav Republic of Macedonia

**Associazione Giosef-Unito** - Italy

**Politistiki Anazitisi Lesvou Amke** - Greece

**Unique projects** - Lithuania

**Fundacja Instytut Innowacji** - Poland

**ProAtlântico - Associação Juvenil** - Portugal

**Associació Cultural Tabalà** - Spain

**Genç Zihin Dernegi** - Turkey



# BEFORE YOU BEGIN UNDERSTAND YOUR

## GROUP

● Before you decide what kind of activities, workshops, projects or events you would like to implement with your group, it is essential to know more about their worldviews, what they know and feel about things, what they would like to learn, what are their communication styles, notions of equality, notions of acceptable risk, and self-fulfilment, are they familiar with non-formal education methods and what their level of the host language is.

● It is crucial to demonstrate cultural awareness when working with refugees or immigrants. If you understand the cultural backgrounds and expectations of participants, you will be able to deliver more effective workshops. Show respect for their experiences and address their concerns, hopes and wishes. Observe behaviors and react to these by asking questions during activities. Keep in mind that you will be working with young people coming from very different places, experiences and expectations.



● **Make sure** that every activity (including energizers) includes a debriefing and evaluation session. This is essential for those participants, who have little or no experience with non-formal education methods. **Be patient**, it will take time for them to get used to this kind of learning. **Focus** on getting to know each other and team-building activities before you start with educational workshops on different topics. **Work** with smaller groups, allowing you to be able to give attention to every participant. **Choose fun** activities with simple instructions. Complicated instructions, complex vocabulary and too much talking might *scare away* your target group.

**Keep it simple!**



# BEFORE YOU BEGIN UNDERSTAND YOUR

## GROUP

**Make sure that everyone understands the aim of the activity.**



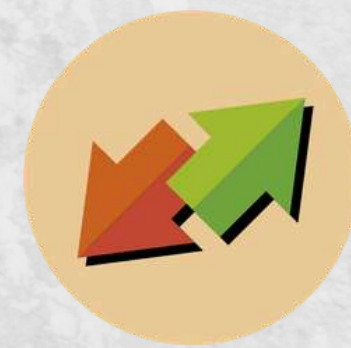
**Make sure that enough time is provided for understanding the task and expressing oneself.**



**Do not make any kind of assumptions, be careful and aware of your own stereotypes.**



**Give CLEAR instructions!**



● Depending on the level of working language among participants, interpretation might be needed. In such cases make sure to make it clear who and how is going to provide it. The interpreter on their part needs to ensure that everyone understands and has the opportunity to express themselves and feels free to ask for language support anytime they need it. (continuing on next page)



# BEFORE YOU BEGIN UNDERSTAND YOUR GROUP

- Ask for feedback concerning the understanding of tasks and activities at every stage. To overcome language barriers, you can go through the debriefing by asking the participants to answer the questions with only one word or by visualising their answers (with drawings or by other means). Make sure all participants understand the terms used in your workshop (e.g. human rights, gender equality, etc.).

- When working with participants who are less educated ask them to map out or draw, use pictures, videos and tangible objects during your workshops. When working with participants who are well-educated you can label pictures and objects with words or text and use handouts. Give tasks to all participants to ensure that everyone has an important role regardless of their background and experience.

***To sum up:*** Adapt content to the interests and background of participants, use a variety of methods (allowing participants to learn by seeing, hearing, and doing), use visuals, be flexible, do not assume and be patient. *Keep it FUN!*

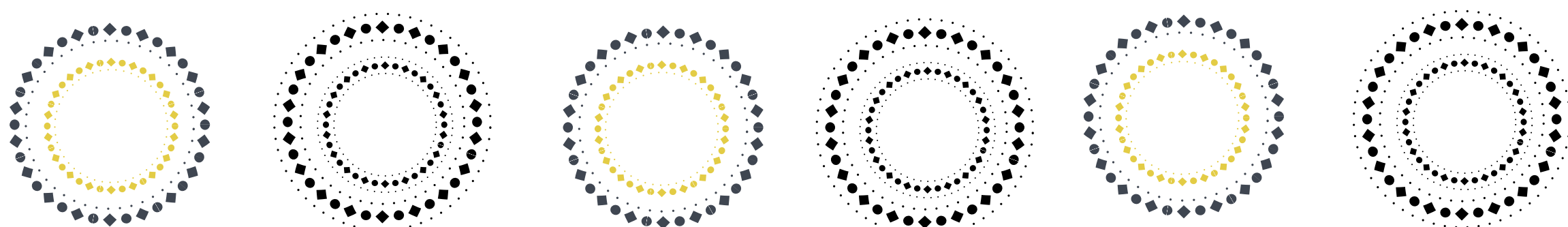
**AND – most importantly:** Include members of your group already in the planning phase of all your activities in order to make sure you meet their needs. Do **not** develop activities (projects, events, workshops) for the target group, but WITH the target group.

*Bon Voyage!*



# Workshop

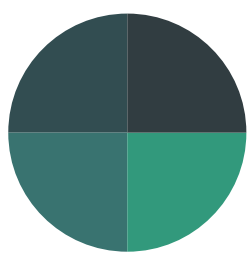
Some activities presented in this booklet were developed or adapted based on personal experiences of the youth workers attending the training course as well as the toolkits Compass, the manual for human rights education with young people and the Intercultural Learning T-kit, both published within the framework of the Human Rights Education Youth Programme of the Directorate of Youth and Sport of the Council of Europe.





# Let's have fun together!

## Workshop 1



**THEME:** Empowerment, cooperation & team-building, building relationship with unaccompanied minor refugees UMR, fun

12

**Group SIZE:** 12 people



**TIME:** 60 minutes (might take longer due to translation of the activities)



**Overview:** The main focus of the activities is to build a relationship with groups to emphasize the values of cooperation, listening skills, leadership, and team-building with non-formal education methods. The workshop was developed in a way to overcome the language barriers easily and to work with non-verbal communication.

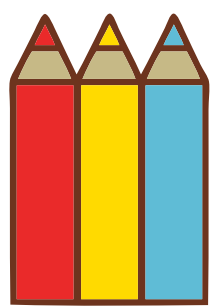


**AIM:** Empower the unaccompanied minor refugees to cooperate in order to achieve the main goal with the group members.



**Objectives:** To create a good relationship between facilitators and the participants-solid ground for future cooperation; to over-come the language barrier.





**Materials:**

- Chairs;
- Blanket (for “Blanket Game”);
- Paper + Markers  
(for “PIZZA Reflection”)
- 100 plastic cups of equal size (no handles);
- rubber band (must fit around 1 plastic cup);
- 4 or 5 pieces of thread (around 24 inches)



**Preparation:**

- Cut 4 or 5 pieces of thread into long pieces (24 inches) for each group.
- Tie each piece of thread to a rubber band (evenly spaced apart)-you will have what looks like a four-legged octopus.
- Draw the Evaluation Pizza. In the outer circle you can write the words: fun, interesting, well-prepared, engaging, educating, playful, funny etc. (see the annex 1).





# Let's have fun together!

## Workshop 1

### Instructions:

#### Energizer "Musical Chair Game"

- Set up the chairs in a circle according to the number of the participants (you should start with one less chair than the amount of players);
- Set up the seat of the chair facing the outside of the circle;
- Choose a song and make the participants walk around the chairs when the music starts;
- You need to instruct the participants to find a chair to sit in when the music stops. When the music stops, each player needs to find a chair to sit down in. There will be one player left without a chair to sit in because there is one less chair than players;
- The participant that didn't find a chair to sit it is out of the game.

**Advice:** Facilitators can participate in the game as well. They can encourage everyone to be active while running/dancing around the circle and involve the people outside the circle, who have to wait while creating a supportive atmosphere for the players.

#### Name Games "Name Aerobics"

- The facilitator can start off the activity and be the first person who can go to the center of the circle;
- Ask the person to introduce themselves by their first name, but instruct them to make some movement or do an action for each syllable of their name.
- Each person in the group repeat the person's name while also mimicking the actions they performed; (continuing on next page)



# Let's have fun together!

## Workshop 1

### Instructions:

#### **Name Games "Name Aerobics"**

- Have the person repeat their name and actions as many times as it takes for most of the group to get it right before moving on to the next participant;
- The person to the right of the one making the introduction should go next until all participants have introduced themselves with a name and simultaneous actions.

#### **Name Games "Blanket Game"**

- Form two teams and find two volunteers to hold a blanket or curtain open between the two groups so that each group cannot see each other behind the blanket;
- For each turn, each team chooses a volunteer to stand (or sit) behind the blanket;
- The facilitator will count "1, 2, 3" and then drop the blanket. The first player to correctly identify the name of the other player wins the round, earning one point.
- Repeat couple rounds in order to memorise the names. The side with more points wins.

#### **Team-building Game "Chair Game"**

- Explain to the participants to put a chair and lean the chair forward. Tell them can only be touching it with one hand;
- Tell them that they need to move in a specific direction (left or right) without letting any chair fall; (continuing on next page)



# Let's have fun together!

## Workshop 1

### Instructions:

#### Team-building Game "Chair Game"

- First, let them discuss the strategy on how they will proceed.
- After 5 minutes encourage them to start the game.
- If any of chairs falls, they need to start over again.
- Game finishes when they will move full circle without a mistake.

#### Team-building Game "Tower of cups"

- Each group is standing/sitting in a circle around the cups. Either on the floor or on a table.
- Give each team the same number of cups and one 4/5 legged octopus;
- Scatter the cups (face down) on the table/floor in the middle of each group's circle;

#### *Directions for groups:*

- Build a tower of cups by working together! For the first round, have all cups face down on floor/table;
- Team members may not touch the cups with their hands, or any other part of their bodies (even if a cup tips over);
- Each person must hold one of the strings that are attached to the rubber band;
- The group can only use this rubber band octopus to pick up the cups and place them on top of each other (by pulling and releasing the strings on the rubber band to place around the cup);  
(continuing on next page)



# Let's have fun together!

## Workshop 1

### Instructions:

#### Team-building Game "Tower of cups"

- If there are less than 4/5 people in a team, select a team member to hold more than one string;
- If time permits, try doing several rounds of this activity. Possibly face all the cups upright for the second round. For the third round, have some cups upright and another face down, or on their sides.
- Anything is possible to adjust the level and challenge (setting a time limit, taking cups from the floor and building the tower on the table, without speaking...)





# Let's have fun together!

## Workshop 1



### Discussion questions:

- How was it working in groups? Easy or hard? Why?
- How was the communication? Did you talk or listen more?
- How can it be useful to you?
- What did you learn about these games?
- Can you find similarities between the games and the real life?

**Note!** If the participants cannot make the connection to the learning of the activity with real life, you can introduce the following themes: help and rely on the others, importance of cooperation, working in groups.

### *Debriefing and evaluation*

- Draw a circle in a pizza shape for participants to say which activities they liked the most. Explain that they can draw their sign in the middle of the pizza circle for the activities they liked the most. The further away of the centre will be the activities they didn't liked so much;
- The circle can have the following categories: name games, chair game, cups, learning, how are you feeling? fun. (whatever you like to evaluate with them)

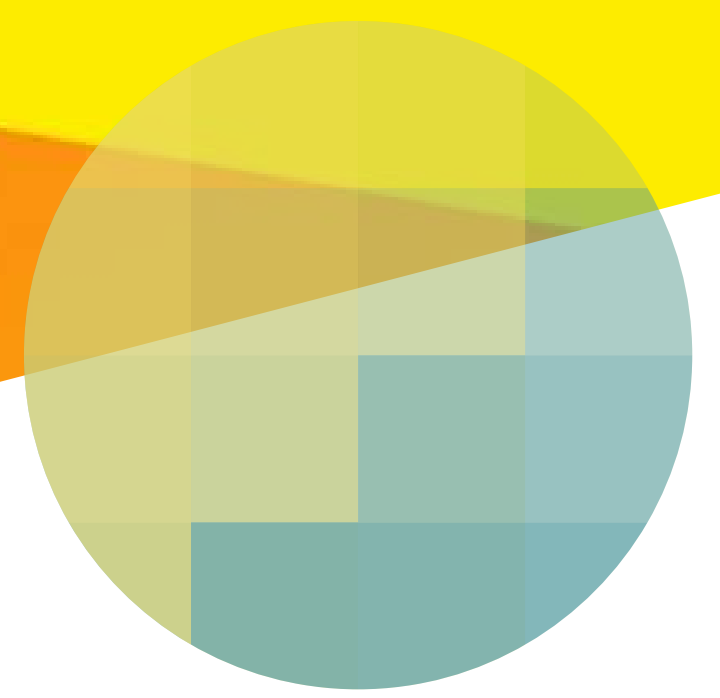
At the end, don't forget to review and summarize all the opinions of the participants.

(**Note!** It can be helpful if you also write it in words they can understand to be more comfortable to do de debriefing and evaluation)



# Let's have fun together!

## Workshop 1



### TIPS for facilitators:



- Give clear instructions and explain the general idea.
- Explain to the participants if they don't understand something, they have the freedom to ask at any time. Ask several times if everyone can follow.
- If you write anything, would be easier to prepare it also in another language that they can understand.
- You can do a "Contract rule" because some of the activities are very energetic and we need to agree that it should be a safe environment.
- Don't forget to resume the "PIZZA debriefing and evaluation" at the end and appreciate everyone's opinion.
- Be aware that unexpected things can happen e.g. a participant leaves without saying the reason (agree before who is going to look after them in general, who is in charge if unexpected things are happening).

*This activity was originally developed/adapted by:*

**Liana Sapegina,  
Katrin Pleus,  
Telma Araújo,  
Ardian Topojani,  
Alexandros Skoutas**



# Why do I earn less?

## Workshop 2

25%



**Themes:** Work; gender  
Discrimination and Intolerance

16

**Group SIZE:**  
8-16 (small groups: 4)



**TIME:** 60 minutes



**Overview:** This is a simulation that confronts people with the realities of the labor market.

It addresses issues of:

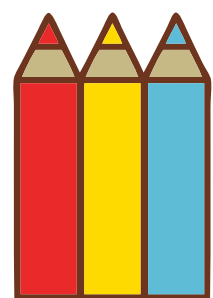
- Gender inequality on the labor market
- Different wages for the same job
- Discrimination in the workplace



**AIM:** To raise awareness of gender inequality at the labor market.



**Objectives:** To confront participants with the realities of discrimination in the workplace; to promote solidarity, equality and justice; to develop cooperation skills; to develop creativity; to develop critical and logical thinking.



**Materials and resources:**

- 4 facilitators (1 per working group)
- Room (area) big enough for 4 small working groups
- Flip-chart + flip-chart paper, marker pens
- Post-its in 2 different colors (1 per participant, equal number of each color)
- Artificial money
- 4x A4 paper



# Why do I earn less?

## Workshop 2

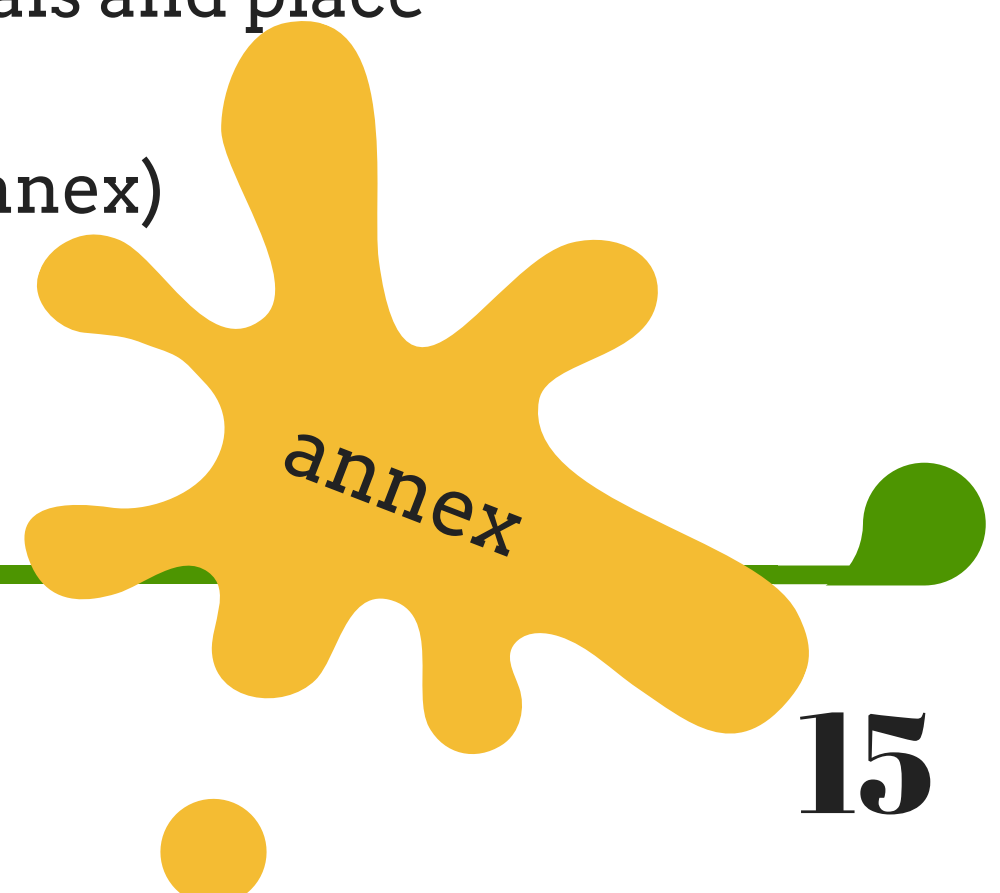


- 6 pictures of 3 means of transportation (2x cheap, 2x expensive, 2x luxurious)
- 6 pictures of 3 kinds of food (2x cheap, 2x expensive, 2x luxurious)
- Sticky tape, scissors
- A pack of cookies (flat, without chocolate!)
- Materials to build a tower (the same for each team): 1x flipchart paper, 5x A4 paper, 4x pencil, 2x plastic cup, 20 cm of sticky tape
- 8 big matches
- Speaker + music
- A bell (optional)



### Preparation:

- Prepare colorful labels for each team. Write on them numbers of teams. The color of the label represents gender (women and men) – 2 teams will get one colour; 2 other teams will get another colour. Additionally, mark in a circle number of one “female” team – a number in a circle represents a pregnant woman.
- Write prices of the means of transportation (cheap: 4000, expensive 6000, luxurious 10000) and food (cheap: 2000, expensive 4000, luxurious 6000) under the pictures
- Divide the artificial money between the facilitators (1 gets 10000, the other 3 get 12000 each)
- Each facilitator prepares the materials and place necessary for the group work
- Draw the Evaluation Pizza (see the annex)





# Why do I learn less?

## Workshop 2



### Instructions:

- Divide participants in 4 teams (if possible, equal number of participants in each team)
- Give the labels with team numbers to the participants and tell them to wear them in a visible place (for example stick on the clothes) throughout the activity. 2 teams will have one colour label and the other 2 teams will have another colour label. Each colour represents a gender (do not reveal this to the participants).
- Explain to the participants that they are citizens of the same country and that today they will have to work in four different jobs to get some money. Explain that each job consists of one 5 minutes-activity. In each Job there should be one group, when finished the activity the groups shall rotate until completing the 4 Jobs.
- The Four Jobs can be modified.

Here there are 4 suggested Jobs:

#### The dancing company

in 5 minutes' participants have to create a choreography with their partner. During the dance they should hold hands.



#### The cookie factory

Participants should place a cookie on their forehead and then eat it without using their hands.



#### The building company

Participants have to build a tower as high as possible with all the materials given.



#### The Math company

participants have to resolve a matches' math riddle in less than 5 minutes.

$$3 + 5 = 6$$



# Why do I earn less?

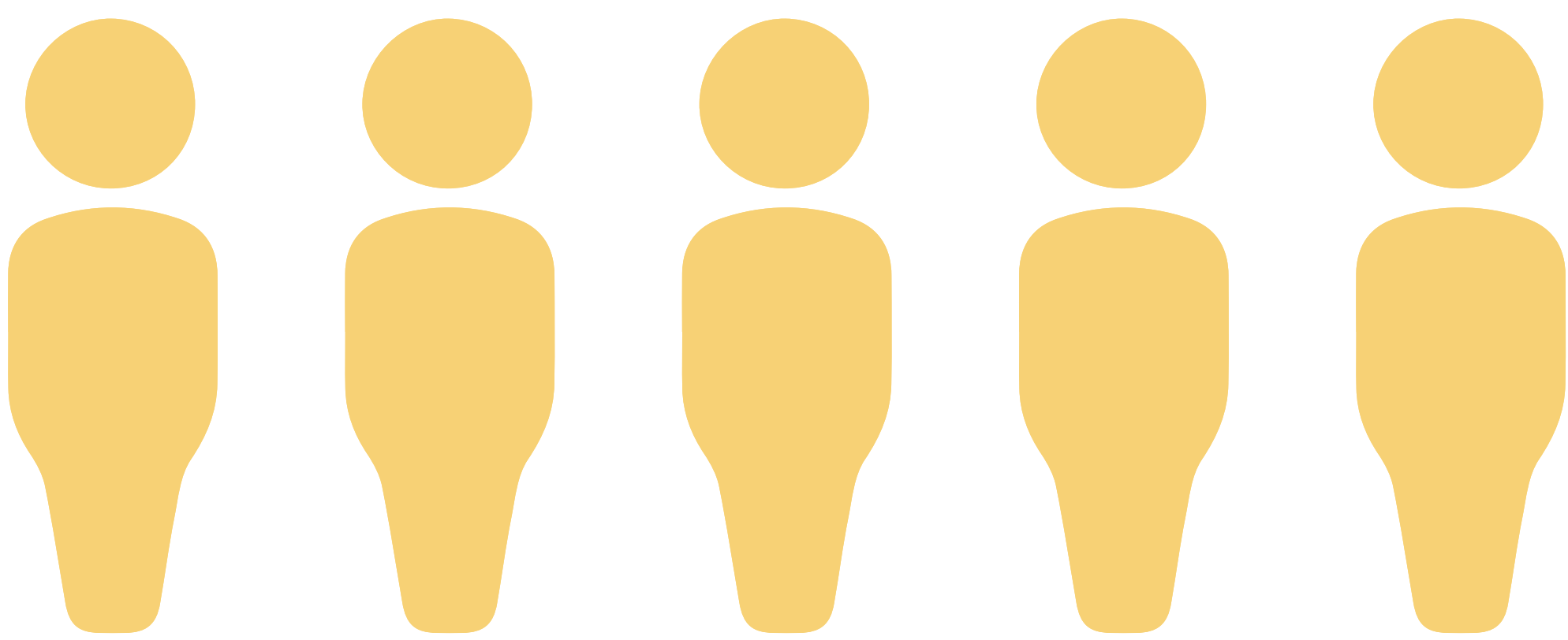
## Workshop 2



### Instructions:

- After finishing each task participant will get a salary. The groups labelled as men will receive 4000 for each task, while groups labelled as women will receive 2000. Notice that the group labelled as the pregnant woman will not be accepted in the dancing company – they will not even get a chance to complete this task.
- Facilitators will treat differently each group. When working with groups labelled as women facilitators have to be flirty and show less expectation for these groups.
- Groups should gather in a circle to count their money before the shopping time. Each team labelled as a man will collect 16000 by the end of the exercise, the team labelled as a woman – 8000 and the pregnant woman – 6000. Groups labelled as men will be the first ones to buy. Each group should buy 1 mean of transport and 1 type of food that will represent a year food supply, accordingly to the money earned.

- Notice that no money should be wasted or given to other groups, so each group should actually spend as much money as possible. As a result, both teams labelled as man should buy the most expensive means of transport (price: 10000) and the most expensive food (price: 6000), while the team labelled as a pregnant woman will only afford the cheapest means of transportation (price: 4000) and the cheapest food (price: 2000).





# Why do I earn less?

## Workshop 2



### ***Debriefing and evaluation:***

Start by asking the participants about their first feeling about the activity – how did they like it? Thumb up can represent the answer “I liked it!” and thumb down “I didn’t like it.”

**1 Facts** - What happened? Stimulate the participants to reflect one more time on the whole activity and what they did. Ask guiding questions: who completed all 4 tasks? (One team didn’t because they didn’t have chance to create a dance). How much money did you collect? What were you able to buy with that money? Ask the team that bought the cheapest items why they didn’t buy the expensive ones. Why did they get less money? Why if all the groups completed the same task some got less money?

Ask them to team up in 2 groups, migrants in one group and the rest of the participants in 1 group (for an easier communication. One facilitator should be in each team guiding the conversation). The participants have 5 minutes to figure out which is the difference between the 2 groups. Once the participants discover that the difference is in the colour of their label, facilitators should ask the participants to find what each colour represents.

When the time is over both groups should come together to discuss the conclusions they arrived at in their groups.



# Why do I earn less?

## Workshop 2



### ***Debriefing and evaluation:***

- 1** Facilitators should make sure that all participants understand that:
  - one colour represents men and the other – women
  - the team with the number in a circle represents a pregnant woman
  - the teams labelled as women received less money than the men for the same job
  - the team labelled as a pregnant woman didn't have a chance to do one of the jobs
  - the teams labelled as women were treated in a different way than those labelled as men

- 2 Feelings** – How did you feel during the activity? Facilitators should ask guiding questions and encourage participants to express their feelings – especially these from the teams labelled as women, in order to see the difference between feelings of the “male” teams and the “female” teams. Participants should understand that it feels unfair to get a lower payment for the same job compared to other people, only because of the gender.

- 3 How can you relate it to the situation in your country?** Facilitators should encourage the participants to discuss the situation at the labor market in their countries – to find similarities and differences between them



# Why do I learn less?

## Workshop 2



### ***Debriefing and evaluation:***

- 4 Findings** – What did you learn? Facilitators should encourage the participants to realize the learning outcomes by themselves, by asking guiding questions. The learning outcomes should be the following:
- Awareness of the gender inequality and discrimination at the labour market
  - different treatment and expectations for men and women in a workplace
  - improved cooperation skills while completing the tasks together
  - improved creativity and ability of logical and critical thinking
  - others, depending on the tasks chosen

**5 Future** – How can you apply in your life what you learned? Facilitators should stimulate the imagination and memory of the participants so they think of situations in their everyday life when they face gender inequality and to find behaviour that could help overcome the problem of gender inequality. For example: Imagine you have a company, how will you behave with your employees?

### ***Pizza Evaluation:***

At the end, ask the participants to evaluate the workshop using the Pizza evaluation. Each participant should add a dot or a mark in each field, closer to the centre if they liked it and further if they didn't. The Pizza should contain all the jobs the participants had to do, but also parts about the facilitators, energizers and if the workshop was **FUN**.



# Why do I learn less?

Workshop 2



## ***Tips for facilitators:***



- 1 of the facilitators should be responsible for the timing.
- Agree on some rules that may facilitate the discussions and keep the attention and focus of the group (e.g. if someone wants to speak, should raise their hand and everybody will make silence).
- Make sure to give the right amount of money to each team.
- When having a translator make sure to agree on the order of languages when speaking to avoid confusion
- Create a story and lead all the activity in the storytelling atmosphere to maintain the fluidity of work and attention of participants.

*This activity was originally developed by:*

**Iulia Manda,  
Miłosz Bałdyga,  
Tamar Taibo Palomares  
Vaida Mazonaite.**





**THEME:** Gender equality

16

**Group SIZE:**  
8-12 people



**TIME:** 60 minutes  
(depending on the need for translation +30 min.)



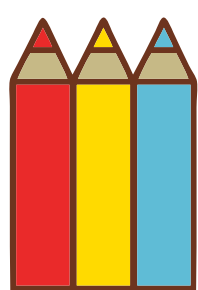
**Overview:** This discussion-based activity is to help participants see the differences in cultures in regards to how different genders are treated.



**AIM:** To raise awareness of gender inequality in a simple and easy to understand way.



**Objectives:** Introducing differences and similarities of different cultures, views towards gender and how differences shape society.



**Materials:** Flipchart, markers, duct tape.

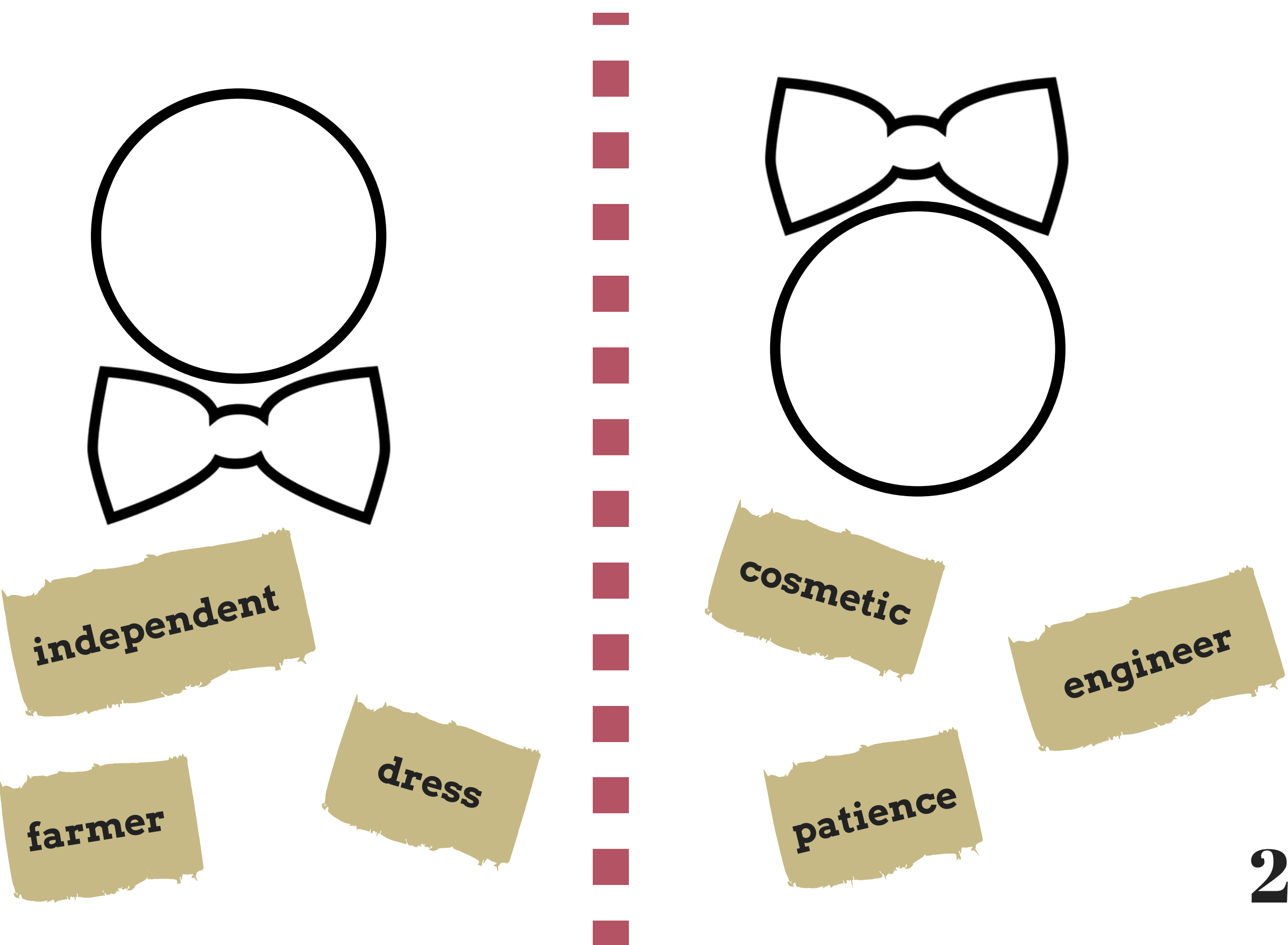


**Preparation:** See annexes for printable material. Each participant should receive one copy of evaluation sheets (annex 1), rating sheet (annex 2). Facilitators need to present pictures (annex 3).



## Instructions:

- Start the activity by drawing two big shapes, shown below. Ask the participants for ideas for the shapes (“What do they represent?”). Explain to them, that one represents women, and another is representing men.
- Afterwards, to each participant distribute pieces of paper (annex 4) with different words. The number of papers depends on the number of participants (8 participants – 3 words). Then ask participants to associate words with the shapes. Word can be associated with “men”, “women”, or put in the middle for “both”. After all the participants have put in their answers, turn around the flip-chart without touching the papers. The position of shapes should have changed while all the pieces remain (for example word “strong” was assigned to “men”, but after the flip, it is assigned to “women”).
- Discussion follows about the action taken and if they would like to change places of the paper.



## Instructions:

- Follow it through with distributing “rating sheet” to the participants. Afterwards, pictures of women and men doing activities that are not stereotypical (annex 3) are shown one by one of the participants. Each picture is “rated” and explained afterwards. Discussion follows.
- After the rating of pictures, participants are presented with final picture “What about you?”, where they get to add their comments, ideas or drawings, depicting their understanding of differences of gender in culture and how awareness of the gender inequality can be raised.

## *Debriefing and evaluation:*

- Participants are presented with evaluation sheet (annex 1). Each picture represents different meanings, and they need to write down each pictures association.
- Afterwards, looking at 4 fields (feeling during the workshop, feeling of being in the workshop, the topic of the workshop, the interaction of the group), presented as a circle, should be evaluated by both as a number and a picture.



link of  
annexes



# Open your mind

## Workshop 3



### ***TIPS for facilitators:***



- If possible, background on the target group and their knowledge about “gender equality” should be present before starting the activity to ensure the quality and flow of the activity. It’s important to give clear instructions to the participants and to make sure that enough time is provided for understanding the task and expressing oneself.
- Quick and easy energizer should follow each action/part. Each participant should be involved in the process. During the evaluation, the focus should be on everyone and not only the people that are rating something different than the rest of the group.
- Plan B should be prepared in case of no knowledge/background of participants. For example, activities, described before could be shifted (i.e. first activity would be a presentation of the pictures, which then would be followed by open discussion with a question “What about you?” and finishing with “men VS women” activity).
- This activity is more suited for the refugees, who have just arrived at the country (up to 6 months), but it is not compulsory to have a target group of such description. In case of the target group is above written, extra attention to the language barrier needs to be present.

*This activity was originally developed/adapted by:*

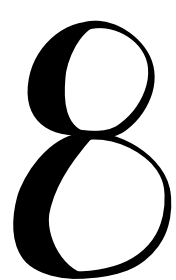
**Aleksandras Siktorovas;**  
**Patricia Damas;**  
**Muna Khorzom;**  
**Antonia Tornow**

# No borders for human rights

## Workshop 4



**THEME:** General Human Rights



**Group SIZE:** 8+ people  
(small groups: 4-5)



**TIME:** 40 minutes (main activity) 70-80 minutes (complete session)



**Overview:** In this activity people have a chance to represent specific human rights using pantomime.

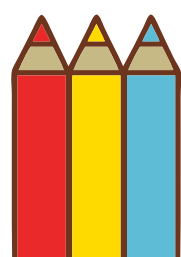


**AIM:** To introduce the idea of Human Rights and raise awareness of one's rights.



**Objectives:**

-to *reflect* on the sense of responsibility for one's actions; to *enable* the participants to recognize and name some fundamental Human Rights and their universality and indivisibility; to *facilitate* the cooperation in an international setting ; to *develop* a curious attitude towards the subject.



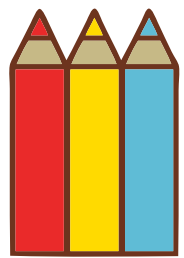
**Materials:**

- a small ball (e.g. juggling ball)
- music and speakers
- cards depicting specific body gesture (e.g. laying down, the "tree" yoga position, sitting with crossed legs, etc.)
- a flip-chart/board (for the topic introduction and the final evaluation)



# No borders for human rights

## Workshop 4



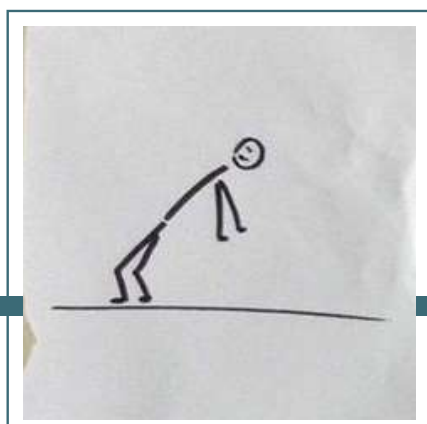
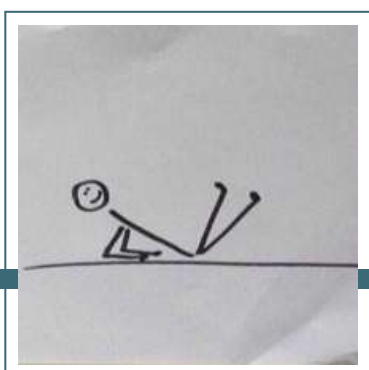
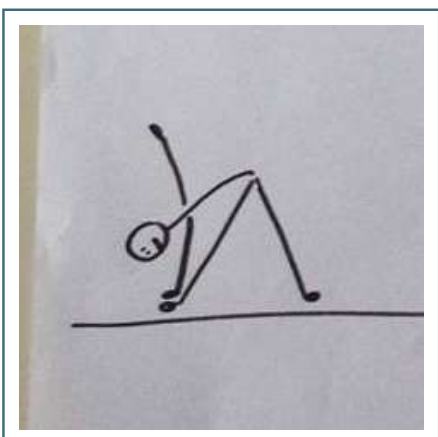
### Materials:

- markers and post-its
- 3 sets of cards with drawings depicting the chosen human rights including their denomination in the working languages of the group (annex 2)
- representations of different easily recognizable emotions in the amount of the number of participants (you can take them from the social media emoticons).



### Preparation:

- Pick a suitable song for the energizer.
- Draw the cards for the energizer or choose some from internet (annex 1)
- Choose some fundamental human rights which are easy to represent and recognize.
- Make sure to provide clear enough visual material to overcome possible language barrier.



Annex 1

Link for  
Annex 2

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### Instructions:

#### Name Game:

Participants stand in a circle. Each participant shares their name, the Country they come from and their favorite sport/activity/color; the rest of the group repeats out loud. When the round is complete, one of the facilitators throws a ball to a participant whose task is to introduce the person who threw the ball to the others. Afterwards, a participant is encouraged to throw the ball to another person. The game finishes after a couple of changes (when all participants had a chance to introduce another person).

#### Energizer:

Music is playing in the background; the participants dance their way around the room. Arrange papers with people staying in different positions on the floor (annex 1). When the music stops, everyone has to stop and take the position depicted on the closest paper to them. After the first few rounds, start removing papers one by one, until only one remains. The energizer ends with everybody sitting like in the last picture left

#### Topic introduction:

Use a flip-chart with the title “Human Rights” and leave some of the letters out. Arrange participants behind one another within pairs; the person in the front gets a sheet of paper/post-it and a marker, while the other is handed one of the missing letters to trace on the back of their partner, who has to draw it on the paper.



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### Instructions:

#### Topic introduction:

Once they have the letters, they go to the flip-chart and try to stick it in the right place to form the two words.

When all the letters are added, ask them to tell the first word that comes to their mind when they think about Human Rights and write them down on the flip-chart paper.

### Workshop

- 1 Set two teams to compete; divide the space between the groups, building some border (ex. using chairs/...) and tell them that they represent two different countries. Then hand each group one set of cards with human rights (both written and drawn).
- 2 Pick a volunteer of each group and show them one human right (again both written and drawn). Give them around 30 seconds to decide how to represent it together using pantomime, without speaking, in front of both groups at the same time.
- 3 The team needs to discuss and guess as fast as possible to which human right, among the ones they have on the cards, their co-players refer to with their acting; the team that has the first human right guess keeps the corresponding card while the facilitator takes away the other group's card. If they give the correct answer at the same moment, both groups can keep the card.

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## Workshop

**4** Let the participants take turns in showing the rights through acting until they go through all of them, then count how many rights each group has and list them out loud in order for everyone to hear; if the groups have the same number of cards, you may randomly take some of them away from one of the groups so they will have an unequal number.

**5** Ask the participants to express how do they understand the situation they face precisely in the meaning of losing some of the human rights they had in the beginning and how do they feel about it (since their Countries have now a different level of access to Human Rights), handing them the copies of different emotions. Once every participant has individually chosen their emotion, ask them to put them in one line in front of their Country so that everyone sees them.

**6** Summarize each group's feelings and ask them to explain the reason behind their choices. Then ask them to work in their teams to find possible solutions to the challenges they pointed out. Ask one volunteer per group to report it to the others and see if they can come up with a common solution.

- Each group should find a solution for their situation, they can even move to the other country that has more human rights, but the rights from the country of origin won't be valid anymore. In the end the participants have to come up with the solution of breaking the border so they can use the rights of both countries.



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## Workshop 4



### ***Debriefing and evaluation:***

- How do they feel right now? How did they feel in the different stages of the activity?
- What was the process? What happened during the activity? Was it easy to find a way to act out the rights?
- At which point did they realise that the groups were heading in different directions?
- How did they get to the solution they proposed and how was to negotiate with the other group to reach a common one?
- After all the pictures have been reviewed, ask how much – or how little – participants discovered they knew about Human Rights. Which ones did they learn? Can they think of other rights that should be common for everyone?
- What can they do to ensure that their and other's human rights are respected? What would they do if they are in a situation where someone's rights are not respected? (You can suggest a situation)
- To evaluate the activity, use some visual material - for example, a flip-chart paper with an arrow going from 0 to 100 - and ask the participants to put a sign according to how much they liked the workshop.

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### TIPS for facilitators:



- Depending on the level of working language among the participants, interpretation might be needed. In such case make sure to make it clear who and how is going to provide it. The interpreter on their part needs to ensure that everyone understands and has the opportunity to express themselves and feels free to ask for language support anytime they need it. Ask for feedback concerning the understanding of tasks and activities at every stage. Cards used in the game can have the HR named in all the languages participants can work with.
- Propose energizers at the beginning and at the end of the workshop to provide a comfortable cooperative atmosphere and free energy flow. It's also a good preparation for the first activity which involves using our bodies.
- To overcome language barriers, you can go through the debriefing by asking the participants to answer the questions with only one word or by visualizing their answers (with drawings or by other means).



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## Workshop<sup>4</sup>



### TIPS for facilitators:



- During the final evaluation let the participants put marks on the flip-chart paper anonymously, without looking at them, in order for them to feel free to be completely honest.
- Make sure to specify the source for the human rights you're talking about. It could be useful to prepare a flip-chart paper with the whole list of the 30 human rights from the UDHR, each one supported by a visual representation and give some related materials at their disposal. (Originally the International declaration of human rights was used as a source for selecting the ones used in the workshop).
- Duration can be up to 60 min depending on the number of participants and HR chosen.

*This activity was originally developed/adapted by:*

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# World Café



Outcomes

*What are the existing resources and how we could integrate them when planning workshops with unaccompanied minor refugees?*

- Videos to combat stereotypes -> raising awareness;
- Salto-youth toolkit;
- Official guidelines provided by experts;
- Not treat them as UMR-s and give them the ability to be open to act;
- Case studies;
- "Book Compass";
- Non-formal education;
- Simple activities;
- Terminology for minor refugees;
- Taking into account language barrier and emphasizing body language
- Intersectoral approach
- Ubuntu academy
- Consider the background of UMR when using existing integration resources;
- Any resource that provides information about their culture, religion and current situations experience of ex-refugees.
- Feedback & experience from previous projects with UMRs
- To talk with UMR before organizing workshops to know what are their expectations and needs

EXPLORE  
QUESTIONS  
THAT  
MATTER







# World Café



Outcomes

*What methods can be used while working with unaccompanied minor refugees?*

## **Active methods:**

Team building activities;  
energizers;  
warm-up activities;  
body language.

## **Intercultural activities:**

share their own culture;  
language exchanges;  
sharing their passion;  
teaching others.

## **Artistic methods:**

Music; Drama; Art therapy;  
Juggling; Photography; Literature;  
Dance; Storytelling; Movie  
discussions; Movie making.

## **Drama:**

Role playing;  
theater of oppressed;  
labyrinth;

## **Other:**

Physical activities (sports);  
Inductive teaching -> Socrates;  
Ubuntu philosophy;  
Show attention UMRs;  
Give them the responsibility to teach one another;  
Bank of time;  
Showing possibilities;  
Identify needs -> feedback everyday.

EXPLORE  
QUESTIONS  
THAT  
MATTER







# World Café

Outcomes

## *Good practices from countries regarding integration of refugees*

- KiBa Projekt – peer education, Berlin;
- Moabit Project, Berlin (housing etc.);
- Free host families (Portugal and Spain);
- AirBnB refugees (England);
- Human Libraries;
- Language school and volunteer help;
- Centers for UMR;
- “Refugees welcome”;
- Intercultural dialogues, promoting cultures, exchanges;
- Sport application of experienced practices designed for integration minorities;
- NGO services – education and integration;
- Peer education – presentations for recently arrived minors
- LGBTQ welcoming point (Italy)
- Food and clothes gathering and distribution (Greece and Bulgaria);
- Social work – volunteers (Greece);
- Social benefits free of charge and access to health system;
- Government support for starting businesses.

EXPLORE  
QUESTIONS  
THAT  
MATTER







# World Café



Outcomes

*What challenges are facing youth workers when working with UMR?*

- Local community;
- Knowledge/Expectations;
- Language;
- Heterogeneous group;
- Cultural differences;
- Gender/ specific issues/ intersectionality;
- Being careful/ sensitive with their psychological situation;
- Family, lack of authority; emotional lack;
- Risk of burnout;

- Professionalism;
- Funding;
- Dealing with questions that you can't or don't know how to answer;
- Limitation of youth workers, capabilities (administration, law);
- Hard to get information;
- Lack of motivation, apathy;
- To give them opportunity to make choices;

EXPLORE  
QUESTIONS  
THAT  
MATTER







# World Café

Outcomes



*For further reading:*



When adapting or developing workshops on your own the following literature might be of help:

**Refugee Training and Orientation: A Guide for Service Providers available at:**

<http://www.culturalorientation.net/library/publications/refugee-training-and-orientation-a-guide-for-service-providers>

**Compass, the manual for human rights education with young people available at:**

<https://www.coe.int/en/web/compass>

**Intercultural Learning T-kit available at:**

<http://pjp-eu.coe.int/en/web/youth-partnership/t-kit-4-intercultural-learning>

EXPLORE  
QUESTIONS  
THAT  
MATTER





# Voices

## of the

## training course

If you are already tired from reading, we suggest you to click the links and watch the interviews from our fellow participants!





# Our story

Erasmus+ is the European Commission's Program for education, training, youth and sport and offers opportunities for mobility of learners and staff.

With the support of this programme, InterAktion organizes youth projects in the field of human rights, youth policies, integration of the young people from migrant families and refugees, aiming to encourage intercultural dialogues between the people from different backgrounds and cultures through non-formal educational methods. The organisation promotes active citizenship and voluntarism among the young people in Styria, and contributes to the self-development and the inclusion of the marginalized groups and youth at risk.

Youth exchanges (YE) are open to participants between the ages of 13 to 30 and allow groups from different countries to meet, live together and work on shared projects for short periods. Youth exchanges last between 5 and 21 days.

Training Courses (TC) are the projects for the mobility of youth workers and support the professional development and network of youth workers.

Projects organized and implemented by InterAktion aim to encourage young people to become active and responsible citizens, take part in shaping a more equal and sustainable world and to develop a sense of appreciation of cultural diversity, affirmation of social justice and human rights, as well as building peace.

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Erasmus+  
This project is funded by the European Union.



Хуманост



Poliana

"LIFE TASTES  
BETTER WHEN  
FLAVORED  
WITH DIFFERENCES"

