



COSMIC

INCLUSION OF DIVERSITY THROUGH BOTTOM-UP VOLUNTEERING

Creating Opportunities for Migrant Inclusion
MANUAL



Erasmus+



THE COSMIC MANUAL

Inclusion of Diversity through Bottom- Up Volunteering



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Participating organisations

Applicant

Jugend, Bildung Und Kultur ev, Germany

Since 2011 JuBuK has been running international training courses for youth workers, trainers, facilitators, and NGO leaders on the very diverse scope of topics. The experience that the team could gain through organizing these courses is priceless and unique. It enriched the team members and staff, it boosted a lot our creativity and capacity, knowledge and competences in non-formal education and intercultural learning. The quality of the projects is constantly rising in terms of creativity, innovative educational tools, visual facilitation, and gamification. JuBUK has the inspiration to share and to learn from the others, to continue creation and to inspire youth workers to make our world better. JuBuK promotes active European citizenship and inclusion. JuBuK deals with human rights education and encourages its members to active participation in the civil society, integration and active European citizenship, gender equality, intercultural and interreligious dialogue.

Partners

MV International, Italy

MV INTERNATIONAL is a non-profit “association of associations” that intends to carry out social involvement and community building activities for its members and stake holding (third) parties encouraging participation, freedom and dignity of its members. Mine Vaganti NGO, Asociacion Juvenil Intercambia and Cecis are the co-founding organization of the ENGO. In line with these values and objectives, thanks to its role as advisor for public and private bodies – well served by participation to European programmes – the co-founder established a serious network and Youth platform of ENGO partners around Europe. Activities carried out by its professionals, members and volunteers involve ‘joint’: policy studies; thematic research; regional surveys, proposal elaborations, project implementations, network / training events – and more – the ENGO defines European design. MVI works as a global platform, open to stake holding organisations and individuals with special expertise in the fields of Social Entrepreneurship, Non-Formal Education and Sustainability. The ENGO is coordinated through its operational offices based in Sassari (Italy) and Amsterdam (The Netherlands).

Asociacion Juvenil Intercambia, Spain

Intercambia is a youth organization created by and for young people. Our main activities are based on intercultural learning, by using a non-formal education and youth program actions in order to encourage the youth participation in the international context, so abolishing the barriers between countries, reducing the racism and promoting the tolerance between different cultures. Our organization wants to encourage youth initiatives by young people - we support them by providing information, tools, and training to help them get their goals.



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Introduction

Creating Opportunities for Migrant Inclusion (COSMIC) is a Strategic Partnership lasting 24 months focused on promoting youth volunteering as an instrument to contrast discrimination against migrants and refugees among the youth categories and within the hosting societies at large.

The discrimination, stereotyping and attack (physical as well as verbal) are fuelled by and feed a sliding of public debate over migrants and migration towards a subalternity to the dichotomic categorizations and confrontational positions expressed by populist, extremist and generally far-right movements, which increasingly gain access to the mainstream public debate and realm of policies. Young people are particularly vulnerable to racist and discriminatory propaganda and messages, in particular considering their preferential use of Social Media, wherein this type of aggressive and discriminatory speech is ever more circulated. The necessity of setting the conditions for youth awareness about racism and discrimination as well as of the active contrast thereof in the field of youth is stressed by the European Youth Strategy, which sets the objective of supporting the development of cultural awareness and the contrast of prejudice among the youth.

COSMIC pursues these objectives by means of selecting and training a cluster of youth volunteers actively committed to contrasting feelings and practices of discrimination among young people as well as promoting the positive values of tolerance and respect of diversity enshrined in European identity and citizenship.



INN

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1. National contexts

1.1 Germany

In the year 2019 20,8 million people in Germany have a migration background, which corresponds to every fourth person.

At the end of 2019, a total of 11.2 million foreigners with current residence in Germany were registered in the Central Register of Foreigners (1).

From 2015 to April 2020, over 1.8 million refugees were registered in Germany. In the period from January to April 2020, 74.3 % of the asylum seekers were younger than 30 years, 50.5 % were minors (2: p.8).

In 2019 by far the most people applying for asylum in Germany came from Syria, followed by Iraq, Turkey, Afghanistan, Nigeria and Iran (2: p.9).

In 2019 there were 202,933 new participants in integration courses in Germany. 273,228 were obliged or entitled to participate in language courses, of which 154,858 were new participants in language courses (2: p.16f.).

Almost one in three people in Germany has experienced discrimination in the past two years. This is a central result of the comprehensive survey "Discrimination in Germany", which the federal anti-discrimination office has collected and presented in 2017 (4). In 2019 33% of those questioned stated that they were discriminated because of their ethnic origin (3).

Structure of Integration

Since the Immigration Law came into force on 01.01.2005, there has been a clear structure in Germany for the promotion of integration. Important tasks have been bundled and assigned to the Federal Office for Migration and Refugees as a centre of competence. Learning the German language was established as the foundation for successful integration, as this facilitates access to all areas of society and increases the participation opportunities of immigrants. In addition, considerable importance is attached to the coordination and networking of different integration offers. Integration courses and migration counselling for immigrants are the core elements of the federal government's integration policy. They are entry points and are complemented by projects for the social and societal integration of migrants. Through a nationwide network of locations, the Federal Office for Migration and Refugees is represented in all federal states.

Some of these locations are also responsible for integration in addition to processing asylum applications. The structure of these regional offices ensures that the Federal Office is in direct contact with all social actors involved in integration work and refugee protection in each federal state. Overall, the integration process involves the Federal Office, foreigners' authorities, job centres, integration course providers, migrant organisations and other bodies concerned with integration measures, e.g. municipal integration commissioners or social and youth authorities.

1.2 Italy

From a population of 60.6 million people it is estimated that Italy hosts around 491.000 undocumented migrants. Italy continues to receive the lion's share of those who **arrive in Europe** by crossing the Mediterranean Sea using smugglers. An estimated 120,000 people landed on Italy's shores in 2017.

According to Eurostat 2018 the 40.6% of people aged 15 to 29 years old are young immigrants living currently in the country. At the national level in Italy, responsibility for the governance of integration policies is shared between the Ministry of Interior and the Ministry of Labour and Social Policies. The latter entrusts practical activities, such as managing integration policies, to its General Directorate of Immigration and Integration Policies. The Ministry of Interior represents Italy at the European Integration Network. Within the Ministry of Interior, the Department for Civil Liberties and Immigration deals with issues concerning the protection of civil rights, including those related to immigration, asylum, citizenship, and religion.

1.3 Spain

The particularities of the Spanish case the usefulness of a system of integration indicators at the regional (infra-state) level largely depends on the degree of political decentralization that exists, as well as on the socio-economic disparity and on the migratory fact that characterizes it. Focusing now on the Spanish case, this is characterized by a high level of political-administrative decentralization at the regional level, which is reflected in 17 Autonomous Communities (Autonomous Communities) and 2 Autonomous Cities; Territorial entities that have great social, economic, political and cultural diversity, as well as different «migratory mosaics» (Cachón, 2008).

This division of powers means that the Autonomous Communities have to take measures that have an impact on the social and economic integration of immigrant groups, as well as their social participation. That is why in Spain, in a majority of the Autonomous Communities, regional integration plans have been drawn up, which are precisely the autonomous competences in terms of employment and other transversal ones that justify the inclusion of the regional level in the design and implementation of immigration policies in Spain. Based on the different integration plans at the level of the Autonomous Communities, as well as the different socio-economic realities existing in these, what has been called a patchwork integration model is generated in Spain, which appears to be unique within the EU (Martínez de Lizarrondo, 2009).

In this way, despite the shared features, the differences between one Autonomous Community and another in health or social welfare, or even cultural and linguistic, can have a differentiating impact on immigrants' access to health resources, social or educational, and therefore in their levels of integration. For example, it is conceivable that immigrants who settle in regions with their own culture and language, such as Catalonia, the Basque Country, and the Valencian Community, among others, may (or may not) have greater difficulty in acquiring the language skills necessary to successfully integrate into the education system and into the labour market. As a factual finding, there are differences in the access of



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immigrants, especially those in irregular administrative situations, to certain health services among the Autonomous Communities. At this point, the Balearic Islands, Catalonia, Navarra, and the Basque Country, as well as Andalusia, stand out for their extensive attention to the immigrant population without a home or in an irregular administrative situation (Laparra and Martínez de Lizarrondo, 2008), at least until April 2012 when state policy changed. about. The situation of administrative irregularity can also influence access to job training (here the Basque Country would stand out, due to its more open policies). Likewise, not all the Autonomous Communities offer access to minimum incomes to the entire foreign population; The Basque Country, once again, and Navarra, offer greater coverage, while Andalusia limits this resource to the population of community origin, and in the majority of Autonomous Communities, the population in an irregular situation is excluded. It must be said, however, that since the crisis began, the decrease in public resources may have contributed to greater downward homogeneity in these aspects, this being a differentiated and complex framework of competencies, clearly relevant to our efforts to create a series of Indicators of integration at the regional level, even more so are the large differences that exist between the Autonomous Communities in terms of the structure of opportunities, the demographic weight of immigration and the socio-demographic profiles of immigrants, as we will see below.

2. Existing policies

This chapter presents relevant laws/decrees/programmes implemented by national government/agencies/institutions with respect to integration policies.

2.1 Germany

Article 16a of the Basic Law guarantees politically persecuted persons an individual basic right to asylum in Germany. This is an expression of Germany's will to fulfil its historical and humanitarian obligation to accept refugees. The EU's obligation to help those in need of protection is enshrined in the Charter of Fundamental Rights and in the Treaty on the Functioning of the European Union (7).

Since 2012, Germany has been accepting refugees in emergency situations as part of the Resettlement Programme. The programmes are intended to ensure that people seeking protection in crisis regions can stay in Germany permanently.

The Integration Law was passed on 31 July 2016 and is a reaction of the legislator to the refugee crisis in Germany from 2015 onwards. The guiding principle of this law is the principle of support and demand.

The German federal states have the right to enact their own integration laws (cf. Art. 70 ff GG [26]). In case of doubt, however, the federal law always applies (cf. Article 31 of the Basic Law). The four federal states Bavaria, Baden-Württemberg, Berlin and North Rhine-Westphalia have enacted their own integration laws.

Minor Refugees

In Germany, the UN Convention on the Rights of the Child came into force in 1992. The Convention states that the best interests of the child must be the primary consideration in all state actions. Initially, however, it only applied to a limited extent - cases under the law on foreigners and asylum were not covered. In July 2010 these reservations were withdrawn by the government. Now unaccompanied minor refugees are also entitled to a whole catalogue of rights.

In the period from January to August 2019, 49.7% of all asylum seekers were minors. In Germany, underage migrants travelling alone are subject to the system of the law on foreigners (or the law on asylum and residence) as well as the system of the law on child and youth welfare, regulated in the Eighth Social Code (SGB VIII). Unaccompanied minor refugees may not be accommodated in reception facilities within the meaning of the Asylum Act. They are under the care of the Youth Welfare Office and usually live with other German and foreign children and young people in youth welfare institutions or shared flats, sometimes also in foster families.

Integration projects

The Federal Office for Migration and Refugees, as a centre of expertise for asylum, migration and integration, promotes various measures and projects for the social and societal integration of young people and adults with a migration background, immigrants and asylum seekers with good prospects of finding a place to stay. The Federal Office budget provides

special funding for integration projects. The following integration measures have been implemented since 2006:

- community-oriented projects,
- supplementary measures for Aussiedler according to § 9 para. 4 BVFG,
- Projects for the integration of new Jewish immigrants,
- specific measures for the integration of women (especially social and community integration through low-threshold seminar measures),
- Model projects to test integration policy recommendations and to further develop integration work,
- Co-financing of projects from European Union funds

In 2018, the Federal Office had almost 36.5 million € available for project funding, of which 12 million € were allocated to age-independent integration projects and multiplier training. In 2018, approximately 4 million euros were available for youth-specific integration projects and multiplier training courses. In the course of 2018, a total of 329 integration projects were running, 107 of which were youth-specific projects (6: p. 65).

Integration courses

The Residence Act and the Integration Course Ordinance (§ 4 IntV in conjunction with §§ 44 and 44 a AufenthG) regulate whose participation in the integration course is supported or who can be obliged to participate. In order to meet the different needs, there are special integration courses for young people, women, parents, second language learners and people with literacy needs as well as support courses in addition to the general integration course. The integration courses include a language course with up to 900 lessons and an orientation course with 100 lessons. Since 01.01.2005, almost three million people have been entitled to attend an integration course. 376,468 of them in 2017, 256,238 in 2018 and 120,179 were admitted to repeat courses in 2018 (6: p.54ff.).

2.2 Italy

According to Italian legislation, regions are the key actors in planning integration policies, given their legislative and regulatory competence in the fields of social policies, education, labour market, vocational training, health and housing. Within the policy framework set by regional governments, municipalities hold the main responsibilities in terms of defining concrete integration measures and policy implementation. The central responsibility of local authorities and public services at the local level, such as educational institutions and healthcare services, is also reflected within the framework of the National Integration Plan for Persons Entitled to International Protection.

Evaluation

No systematic evaluation of public integration policies is carried out in Italy, except for interventions funded through the AMIF programme. Such evaluation reports are not publicly available. Instead, studies exist on the evolution of integration outcomes. They are considered to be indirect assessments of integration policies.

At the national level, the Ministry of Labour and Social Policies oversees the monitoring and evaluation of migrants' socioeconomic integration. It publishes annual reports on migrants' integration in the labour market and their access to protection and pension schemes. Moreover, in collaboration with the National Council of Economy and Labour, it has developed a set of indicators on migrant integration (including data on socio-occupational integration and the 'degree of attractiveness' of provinces, regions and macro-areas for migrants) to monitor and evaluate trends at national, regional and local levels.

The most important non-governmental source of information on integration outcomes is the Statistical Yearbook annually published by CARITAS-IDOS.

Integration Strategy

In 2017, the Italian government adopted the National Integration Plan for Persons Entitled to International Protection, as foreseen by Legislative Decree 18/2014, which transposed the EU recast Qualification Directive (Directive 2011/95/EU). The Plan, to be funded by EU and national financial resources, set out priorities for 2017-2018, including interreligious and intercultural dialogue, language training, access to education, labour inclusion and vocational training. The main actors responsible for implementing the foreseen measures are local authorities and local public services, with the support of civil society organisations. However, at the end of 2019, the implementation of the Plan was limited to pilot actions carried out in three regions (Piedmont, Emilia Romagna and Calabria) with the collaboration of UNHCR, which co-drafted the Plan.

Integration Programme

Since 2012, newly arrived immigrants have been obligated to sign the so-called Integration Agreement when they obtain their first residence permit. By doing so, they commit to achieving specific integration goals in the following two years. Achievement is determined through a credits system assessing sufficient knowledge of the Italian language (A2), constitution, civic life and institutions. The fulfilment of integration goals is required for the renewal of permits. Several categories of migrants are, however, exempted from this requirement, either by law (victims of trafficking, unaccompanied minors, disabled migrants) or de facto, since their permits cannot be withdrawn (beneficiaries of international or humanitarian protection, family migrants, long term residents, relatives of EU citizens).

Legislation

1. Foreigners Law

The legislative decree 286/1998 adopted in 1998 and its subsequent amendments represent the main legal framework on immigration and integration. Among the main amending provisions introduced, the most important is law 189/2002 (also known as Legge Bossi-Fini, from the names of its proponents) which significantly reformed rules related to legal and irregular migration, with a more restrictive approach.

2. Nationality Law

Law no. 91/1992 constitutes the current legislative framework on naturalisation. The Security Bill adopted in 2009 introduced restrictive rules in the area of naturalisation by marriage, with the explicit goal of tackling 'marriages of convenience'. A reform bill currently debated at the Parliament would introduce two fundamental modifications easing access to citizenship for migrant children born in Italy or who arrived in the country before the age of 12.

Legislative Decree 113/2018, adopted on 5 October 2018 and converted into Law 132/2018 (the so-called Salvini Decree), introduced two new elements: First, in the case of naturalisation based on marriage, the foreign spouse must certify knowledge of the Italian language at a level no lower than B1 of the 'Common reference framework for knowledge of languages'. Second, naturalised Italian citizens who are convicted of terrorism charges will lose their Italian citizenship. Such revocation of citizenship will not affect non-naturalised citizens, even if they are convicted on terrorism charges.

3. Anti-discrimination

Anti-discrimination is not an object of organic legislation in Italy, but it is addressed by a number of legal provisions contained in several pieces of legislation. Law 205/1993 (also known as Legge Mancino) punishes hate speech and tackles discrimination on the grounds of race, religion and nationality. Legislative decrees 215 and 216 of 2003 transposed into the Italian legislation the EU directives 2000/43/CE and 2000/78/CE, respectively, on equal treatment between persons irrespective of racial or ethnic origin and on equal treatment in employment and occupation.

Furthermore, the Immigration Act of 286/1998 includes provisions related to anti-discrimination. It defines equality of treatment between nationals and foreigners in access to employment, labour conditions, social assistance and security and protection against discrimination as an individual right.

2.3 Spain

Integration policies In relation to the governance of the migratory act in Spain, in principle, the Constitution grants the State exclusive jurisdiction over matters of nationality, immigration, emigration, and the right of asylum (Art. 149.1.2 CE). The regulations relating to a large part of the most relevant social policies for migration, such as the regulation of the labour market, are also at the state level.

However, similar to what happens in other EU countries with a high degree of decentralization, the Spanish Autonomous Communities have been acquiring important sectoral competences, for example in matters such as education, health, and culture, as well as in social policies (employment, housing, social services, etc.).

The new "Organic Law 4/2000, on the rights and freedoms of foreigners and their social integration", represents important advances in the recognition of rights, an increase in legal security, progress in social benefits, and some changes in The regulation of residence and work permits, and as a consequence of all this, opens up the possibilities of social integration



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of immigrants, as proposed in its title. Its main weakness lies in the government's continued announcement to attempt its reform.

The law expressly repeals the previous organic law on foreigners, and the other regulatory provisions that are contrary to its content, so that a large part of the 1996 Regulation, and other lower provisions, continue to be in force and should continue to apply. As has been customary every time a law or a new general regulation has been approved, an extraordinary regularization is foreseen for all foreigners who were in Spain before June 1, 1999, and prove that they have ever applied for a residence permit or job.

3. Policy recommendations

This chapter presents ideas and proposals mentioned in the national reports, to improve the existing policies.

3.1 Germany

The development of the number of refugees in recent years has led the Federal Office to adapt its structure to the increase in asylum seekers but also to the new tasks and requirements. In Germany, the individual integration programmes are implemented by the federal states. There are differences and they depend on the political concepts of the individual states. If a uniform programme were to be created throughout Germany, all migrants would have equal opportunities.

In Germany the influx of migrants and refugees is very large. The immigrants are concentrated mainly in large cities, where they often stay among themselves. This is also due to the fact that in rural areas they have little or no opportunities for integration in the form of language courses and similar. In order to ensure better and faster integration, it would be useful to counteract the formation of ghettos, where the migrants stay among themselves and do not find any social connection to the native population. In addition, there is the problem that many children and young people go to schools in problem districts, as a result of which they do not receive a good school education and are excluded from many career opportunities.

Also in Germany there is no uniform recording of discrimination cases, which is why there are no comprehensive statistics. Therefore, there is little knowledge of the extent of discrimination on the basis of ethnic origin or racial attribution. Large-scale government studies would help to learn about the grounds and causes of discrimination and help to fight them.

3.2 Italy

Most regions have created consultative bodies to bring stakeholders together, and local authorities have carried out public consultations. However, participation of civil society organisations and experts varies significantly across regions. Furthermore, public consultations rarely involve Immigration Territorial Councils, which are consultative bodies operating at the provincial level under the responsibility of the Ministry of Interior.

However, Italy as a country is missing in the Legislation sector an **Integration Law** as well as an **Asylum Law**.

Italy does not have a self-standing integration law and asylum laws in Italy largely result from the transposition of the EU directives on the Common European Asylum System (CEAS) and their recast versions. Hence, asylum is not framed into an organic legislative framework in Italy but regulated by several pieces of legislation targeting different aspects (namely qualifications, status determination procedures and reception and integration services for asylum-seekers and beneficiaries of international protection).

The report, [At the crossroad: Unaccompanied and separated children in the transition to adulthood in Italy](#), highlights the 'triple transition' young refugees and migrants face when they turn 18—from adolescence to adulthood, from living in one country to another, and through the emotional pain and trauma experienced when leaving home and during dangerous journeys.

The report makes more than enough recommendations designed specifically for the Italian authorities, the European Union (EU) and civil society. Among other things, it suggests that beyond age definitions, Italy adopt relevant policies that reflect the complexity of the triple transition processes to adulthood and focuses on the specific needs of these young people. It should also ensure national and local coordination with the institutions responsible for UASC issues, including youth policies, training and education. Furthermore, Italy must promote safe and appropriate family or community-based alternative care arrangements, as well as supervised independent housing solutions.

3.3 Spain

Migration in Spain represents a new and recent phenomenon, in historical terms. However, it is already a phenomenon with a set of structural features that immigration will do a social phenomenon of a constant presence in Spain for the next decades. Immigration is already meaning and will mean more in the future, an important element of social change in Spain that will affect each and every one of the planes of social, cultural and political life in this country.

The general framework in which the integration process takes place in Spanish society can be altered more frequently depending on the necessity that is creating. Every year we have more and more migrants and they are becoming big part of the population, so there is a big need of making sure that we all stay united.

Implementation of project like COSMIC benefits the community in a direct level as the migrants get involved with locals and this barriers can be interpreted. Increasing employability is one of the main **reasons** and one of the most **significant** benefits of the **Erasmus** exchange program. **It is** proven that an exchange program boosts your CV and helps you stand out in the job market. Due to the integration made during this projects and different tools used.

4. Best Practices found in each partner's country

Each partner found 5 best practices, for a total of 15.

The identified best practices focus on the empowerment and integration of people with migrant background, following two main methodological strands:

- Storytelling, media literacy, digital skills as educational means
- Sport as an educational mean

4.1 Best Practices in Germany

1. Bildungs- und Kulturbotschafter

When:	2015-2018
Where:	Bonn, Germany
Who:	Netzwerk politik atelier e.V.
Objectives:	<ul style="list-style-type: none"> - make an important and sustainable contribution to intercultural dialogue and actively participate in social discourses - Through storytelling, the happenings in the world and the fleeing of the people are being personalised and made more tangible. - Make a contribution to political and cultural education
Stakeholders of the project:	<p>Implemented by:</p> <p>4. politikAtelier e.V.</p> <p>Coworking:</p> <ul style="list-style-type: none"> - Engagement Global - Schools in NRW - Adult Education Centre Bonn
Beneficiaries:	-31 refugees from Syria, Eritrea, Togo, Afghanistan
Financing:	<p>Costs: 17.000€</p> <ul style="list-style-type: none"> - Financed by Stiftung für Umwelt und Entwicklung Nordrhein-Westfalen - donation by Inner Wheel Clubs Bonn



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<p>Description:</p>	<p>The training takes place in a total of three stages. In a two-day qualification seminar, participants first learn the basics and methods of development education work. They then have the opportunity to deepen these contents in a follow-up seminar and develop their own concepts. Further cooperation takes place after attending the seminars in the form of individual follow-up and group meetings with three coaches for a period of three months. In tandem events, the future ambassadors of education and culture can then gain their first practical experience alongside experienced education officers.</p> <p>The ambassadors of education and culture tell their stories in schools and transfer knowledge to the German society.</p>
<p>Results achieved:</p>	<ul style="list-style-type: none"> - Political and cultural education through storytelling. - As a result of the cooperation with Engagement Global gGmbH, all participants have the opportunity to be included into the existing education programme "Education Meets Development" (BtE). - Expansion of the project to Cologne, Düsseldorf and Münster. - Work opportunities for the refugees and inclusion in the German society.
<p>Innovation:</p>	<p>The training of the participants as educational and cultural ambassadors makes a sustainable contribution to the fostering of intercultural dialogue between German civil society and refugees. The events conducted by the participants serve as a public platform for communication and knowledge transfer. The exchange of experiences leads to a deeper mutual understanding and helps both sides to understand global political, economic and ecological interrelationships.</p>
<p>Empowerment:</p>	<p>The project enables the participants to actively shape public discourse by sharing their individual experiences and knowledge about their countries of origin. At the same time, the</p>



	speakers open up to their dialogue partners a perspective on their own socio-cultural past. By conveying development policy content, the education and culture ambassadors want to initiate a continuous learning process that will lead to greater global justice in the long term.
Website:	https://www.politikatelier.de/projekte/bildungs-botschafter/
Contacts:	julian.karsunky@politikatelier.de



2. querstadtein

When:	The project started in 2012 and is still ongoing and growing.
Where:	Since 2012: Berlin, Germany Since 2018: Dresden, Germany
Who:	Querstadtein e.V.
Objectives:	The aim of querstadtein is to create a space for marginalised groups such as the homeless or asylum seekers and the other members of society to meet at eye level and exchange ideas, which sensitises them to other realities of life and counteracts stereotypes. Refugees become actors of political education, and tour participants are sensitized to the diversity of causes of their migration.
Stakeholders of the project:	<ul style="list-style-type: none"> - Board querstadtein: Sandra Brandt; Marvin Wiek; Nandita Wegehaupt; Silvine Gerlach - Office Berlin: Selina Byfield (Executive Direktor); Dominika Szyszko (Project Coordinator); Rebecca Werkmann (Project Coordinator) - Office Dresden: Ivana Pezlarova (Project Coordinator) - Federal Agency for Civic Education - Berliner Sparkasse Foundation
Beneficiaries:	<ul style="list-style-type: none"> - 11 tour guides (4 refugees Berlin; 4 refugees Dresden; 3 former homeless Berlin) - tour participants: (from 14 years and on) - tours for children (from 7 years an on) - tours for school classes
Financing:	<ul style="list-style-type: none"> - participation fee through tour booking - additional support from the Federal Agency for Civic Education and the Berliner Sparkasse Foundation - association members pay a membership fee - donations from individuals or companies
Description:	<p><i>Homeless show their Berlin:</i></p> <p>In 2013 the tours started by two homeless men who by the end of the year had guided through Berlin 3000 participants and hold them their story</p>

	<p>and their view on Berlin.</p> <p><i>Refugees show their Berlin:</i></p> <p>2015 tours with refugees as tour guides started in Berlin. This also pursues the goal of making images of a marginalized group conscious in the minds of the majority of society and providing an opportunity for review and change. Personal experiences were combined with information on flight and asylum.</p> <p>By July 2016, four people with a refugee migration background had been recruited as city guides. They try to give their listeners a picture what a new start as an asylum seeker feels like in Germany and what they faced in their lives.</p> <p><i>Refugees show their Dresden:</i></p> <p>In 2018 refugees in Dresden started to guide city tours. These city tours focus on the perspective of Dresden citizens with a history of migration. Stories are told by people who fled from the war in Syria, as well as people whose roots go back further as is the case for migrant contract workers in the GDR. The city guides link places in the city with stations of their own biography. Together with the participants, they follow traces of migration in Dresden, talk about their own experiences and open up a dialogue about (post-)migrant perspectives on the city.</p> <p>In 2019 new tours on both topics homelessness and flight & asylum were developed.</p> <p>In Dresden, the city tours were especially conducted for young people from Saxony in the project #angekommen (arrived) and developed accompanying material with lesson plans.</p>
<p>Results achieved:</p>	<p>The querstadtein hold over 2696 tours (2015: 208 tours; 2016: 417 tours; 2017: 628 tours; 2018: 673 tours; 2019: 770 tours; 2013/2014 no data)</p> <p>The feedback of the tour participants increasingly shows that querstadtein succeeds in changing their attitude and behaviour towards homeless people and refugees in everyday life.</p> <p>With the support of the Berliner Sparkasse Foundation free homeless tours for school classes from Berlin were organized (95 tours).</p>

	The project also helps the tour guides to include into the German society.
Innovation:	The project creates a bridge across the gap between the refugees and homeless and the rest of society. It contributes to general political education and fights stereotypes and prejudices. In addition, the tour guides are actively integrated into society by providing them with a job opportunity.
Empowerment:	On the tours, the people who are usually rather talked about by the rest of the society have their say. The tour guides have the possibility to tell people their story and report about their life without a roof over their heads, through presenting the public spaces and locations where they once lived. Also the new Berliners and new Dresdener who have fled Syria, Afghanistan and Iraq share their perspectives on their new hometowns and tell people about their former life and their migration. The tours through different districts and neighbourhoods offer room for dialogue and the opportunity to overcome reservations and reconsider one's own prejudices.
Website:	https://querstadtein.org/en/
Contacts:	<p>querstadtein e.V. LenustraÙe 4, 12047 Berlin info@querstadtein.org Tel: +49 30 24 33 94 42</p>



3. The Story Store – “Storytelling for Change”

When:	April – Mai 2018: fundraising Since June 2018: realization and implementation of the project
Where:	Wiesbaden, Germany
Who:	MasterPeace Wiesbaden: Kristine Tauch Bledion Vladi
Objectives:	<ul style="list-style-type: none"> - Creating an online shop with storytelling articles - Fair trade and eco-friendly production - Support people who are unable to make a living due to social, cultural or financial barriers - Inclusion of refugees - Support artists - Enable independence - Create income opportunities
Stakeholders of the project:	<ul style="list-style-type: none"> - MasterPeace Wiesbaden - integra lernwerkstatt: Text development for The Story Store - MasterPeace Rhein-Main: intercultural projects supported by The Story Store - MasterPeace: global network with peace movements in 46 countries around the world - Peace Hub Medellin: MP organization on Colombia which supports extraordinary projects. The Story Store is in close contact with artists from Colombia. - Storytelling Academy: partner - LAUCK Print: book printing - Textile Printing 7Siebe: a social business that does high quality screen printing for TSS - Meeting of Styles: the largest organizer of worldwide graffiti events. The Story Store is a partner of MOS Germany and is supported by Meeting of Styles for Project David. - Entrepreneurs for Future: pledging to go for high ecological standards and supporting the efforts of the student’s movement Fridays for Future



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Beneficiaries:	<ul style="list-style-type: none"> - Customers of the online store - Book: 19 refugees, translator, story teller, illustrator - T-shirts: different artists from different countries - Art: different artists
Financing:	<ul style="list-style-type: none"> - 10.000€ fundraising on www.startnext.com - 2.5000€ cofunding: Deutscher Integrationspreis 2018 (German integration Price 2018) - ?€ Anders Gründer scholarship (Social Impact Lab Frankfurt 2018)
Description:	<p>Kristine Tauch initiated in 2017 the project "Storytelling for Change" in which 19 refugees from Yemen, Somalia, Ethiopia, Afghanistan, Albania and Syria, who came to Germany around 2015 told their stories. They were accompanied by dedicated language sponsors who wrote the stories together with them in German. They were added to the book "Why we are here". The book resulting texts deal with life dreams, new beginnings, war, flight, love, separation, everyday life in Germany, hopes and encounters.</p> <p>The book, as well as t-shirts and art are sold at the online shop. Every product tells a story and comes with a description of the story teller and the story itself.</p> <p>The project David is part of the Store. The main goal with the artists designed t-shirts is to support each other, connect artists and environmental activists and set a strong signal using Fair Fashion.</p>
Results achieved:	<p>The result of the project is the online shop "The Story Store", where the storytelling-designed products are sold.</p>
Innovation:	<p>The profits from the book sale flow entirely to MasterPeace Wiesbaden and is used for further book printing and intercultural projects. At least 5% of the sale revenues of all products are donated to intercultural projects of MasterPeace Rhein Main.</p> <p>The Project David supports street artists and a portion of the sales profits is donated to environmental organizations.</p>
Empowerment:	<p>The project encourage people to tell their story</p>

	<p>and provides an auditorium for them. Is don't just give the space to speak up, but also to be listened to and to hear other people's experiences and stories. It creates solidarity between the refugees and the locals who work together in the store and brings people together.</p> <p>The project supports with the selling profits different environmental NGOs and social projects.</p>
Website:	https://en.thestorystore.de/
Contacts:	<p>E-Mail storystoregermany@gmail.com Tel 0049 (0)611 137 491 40</p>



<p>Acrylic 40x50</p>  <p>PORTRAIT €270.00</p>	<p>Acrylic 108x108</p>  <p>Quick View</p> <p>UNTITLED €490.00</p>	<p>Women</p>  <p>T-SHIRT GIRL & GORILLA €30.00</p>
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4. Offenen Mikro am Sicheren Hafen

When:	Since 2015
Where:	Berlin, Germany
Who:	Storytelling Arena gUG
Objectives:	<ul style="list-style-type: none"> - Making subjects tangible - Creating an intercultural exchange - Exchanging experiences in several languages, learning the craft of storytelling and getting to know each other's world view better - Support integration
Stakeholders of the project:	<ul style="list-style-type: none"> - Rachel Clarke (Storyteller coach/ founder) - Qatar Foundation International (QFI) (QFI is engaged with a diverse, global community of learners and educators and promotes intercultural connections by exploring the Arabic language and stories, cultures and peoples of the Arab world in student-centred learning environments) - the DAFG - German-Arab Friendship Society e.V. - Interkular e.V. - itw - Institute for Education and Training - Radio Multicult.fm - Erzählkunst e.V. promote above all the art of traditional storytelling and initiate bi- and multilingual storytelling projects.
Beneficiaries:	<ul style="list-style-type: none"> - young people between 17 and 25 years with and without a migration background (MOVERS & SHAKERS) - People of German, Arabic and Turkish origin with and without refugee and migration background (GLOBAL VILLAGE MOABIT) - refugees from Syria (Syrian series) - people who moved to Berlin and Brandenburg from foreign countries (ARENA MEETS PLAZA) <ul style="list-style-type: none"> - the participants from the auditory (OPEN MICROPHONE AT THE SAFE HABOUR)
Financing:	<ul style="list-style-type: none"> - Qatar Foundation International (QFI) - Interkular e.V. - Erzählkunst e.V.





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<p>Description:</p>	<ul style="list-style-type: none"> - Rechel Clark started in 2015 the Storytelling Arena. It's a multi-lingual Storytelling Stage for the exchange of intercultural and autobiographical stories on the themes of our time. In mutual respect and with audience participation. Storytelling creates community and connects people, because it makes them curious about all the fine specifics of life and experiences, which people have made in their lives. When people from different cultural backgrounds tell each other stories, this is integration as a two-way street. - During the different projects the participants were taught the art of storytelling. They learned to tell their autobiographical stories to a broad audience. In this way they not only share their own experiences with the listeners, but also contribute to cultural development and were able to motivate changes in their own actions and thinking. - The finished stories were presented to the audience in various evening programs. <p>Projects that took place over the years:</p> <ul style="list-style-type: none"> - MOVERS & SHAKERS (2018) - ARENA TRIFFT PLAZA (ARENA MEETS PLAZA) (2018) - WELTDORF MOABIT (GLOBAL VILLAGE MOABIT) (2018) - SYRIAN SERIES (2015-2018)
<p>Results achieved:</p>	<ul style="list-style-type: none"> - Parallels are drawn between long-term Berliners and the newly arriving refugees. For example, the 83-year-old Dörte tells of her escape as a girl from Stettin to post-war Berlin and the young Syrian poet, Ihab, tells of his arrival in Germany. - By conveying the autobiographical stories, acceptance in society is created and cultural exchange takes place. - The Syrian Series was performed and lectured over 60 times. <p>The stage show of the ARENA MEETS PLAZA project was broadcast live on the radio. Afterwards a podcast was created from the show.</p>
<p>Innovation:</p>	<ul style="list-style-type: none"> - The Storytelling becomes a tool of communication: autobiographical experiences



	<p>are processed by the storyteller and made tangible to the listener through the conscious use of vocal registers, memorable metaphors, facial expressions and gestures. At the same time, this increases the attention of the audience, which thus absorbs the content more consciously and can identify more easily with the narrator and what is being told.</p> <ul style="list-style-type: none"> - The personal stories encourage the listeners to rethink the existing prejudices and stereotypes and to open themselves to the new. <p>The workshops create a sense of community, as many similarities are shown despite the different cultures.</p>
Empowerment:	<ul style="list-style-type: none"> - The participants have the opportunity to share their stories and experiences and to contribute to the cultural development of the audience. <p>In the OPEN MICROPHONE IN A SAFE HABOUR everyone who wants can participate and contribute his or her story</p>
Website:	https://www.storytellingarena.com/
Contacts:	<p>storytellingarena@gmail.com +49 151 535 635 96 Marienstr. 19-20, 10117 Berlin</p>

Youtube video:

https://www.youtube.com/watch?time_continue=1&v=w7c2SqG0Vco&feature=emb_logo



5. DIG Your Story! Storytelling as a Powerful Tool in the Youth Work Context

When:	<p>Start: 15-05-2018 - End: 14-10-2018</p> <p>Training course: 13 to 21 August 2018</p>
Where:	Dobrinishte, Bulgaria
Who:	<p>Via Civic Association http://www.viacivic.org Razsadnika compl, bl10, ent.4, ap.115 1330 Sofia</p>
Objectives:	<p>Increasing the quality and effectiveness of youth work by improving youth workers' skills to implement digital storytelling in their daily work with young people with a different profile:</p> <ul style="list-style-type: none"> - Enhancing participants' knowledge of digital storytelling as an innovative and transformative tool and its possible applications and benefits in youth work; - Developing their skills to create personal/organizational narratives as projects for social change and community engagement; - Improving their ICT skills in working with online resources and multimedia tools to digitize stories and disseminate them; - Establishment of a network of organizations interested in exchanging experience in digital storytelling in their work with young people with different profiles - sharing good practices, practical applications, dissemination of results, etc .; - Developing follow-up projects, using the skills and knowledge learned
Stakeholders of the project:	<ul style="list-style-type: none"> - Atanas Genkov, Bulgaria – trainer - Vitaliy Volodchenko, Ukraine – digital tools - Ana Dalosi, Cyprus – digital storytelling consultant - Deiana Dragoeva – project manager - Peter Talsky – coordinator <p>Partner organizations:</p> <ul style="list-style-type: none"> - YOUTH ASSOCIATION DRONI (GE)



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	<ul style="list-style-type: none"> - EXPRESS YOURSELF (LV) - Asociación Dianova España (ES) - Cool Youth (MK) - URBANA MLADEZ (HR) - JOETZ vzw (BE) - CYPRUS ORGANIZATION FOR SUSTAINABLE EDUCATION AND ACTIVE LEARNING (S.E.A.L CYPRUS) (CY) - CESIE (IT) - Vzayemopomich (UA) - GEOCLUBE - ASSOCIACAO JUVENIL DE CIENCIA NATUREZA E AVENTURA (PT) TURISTICNO DRUSTVO ZETALE (SI)
Beneficiaries:	<ul style="list-style-type: none"> - 26 participants (youth workers, trainers, mentors, mediators, facilitators, coaches and other representatives of the partner organizations' teams) from 12 partner countries (Bulgaria, Ukraine, Belgium, Latvia, Cyprus, Italy, Croatia, The Republic of Macedonia, Georgia, Slovenia and Portugal)
Financing:	<p>EU Grant: 18258 EUR Erasmus+ Project Reference: 2018-1-BG01-KA105-047577</p>
Description:	<p>The participants developed a specific definition for digital storytelling in the context of youth work, acquainted with the principles and techniques of narrative, constructing their own digital stories, writing a script, storyboard and testing them in front of an audience, learned to use different digital tools to visualize stories - to make videos, photos, stop motion, to use the power of music and audio effects, to work with programs for video editing, and create a complete digital story to spread across different channels.</p> <p>A digital story is created in the following steps:</p> <ul style="list-style-type: none"> • Defining a problem (what is the story about – subject, title) • Researching the target group (who is the character, how does he live, what is his world like) • Determining a solution (what is the message, positive change) • Formulating the story's goal (why are we telling the story – informing, motivating,





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	<p>engaging, including)</p> <ul style="list-style-type: none"> • Defining the story's audience (who the story is for determines how it will be told) • Choosing a channel (determines the shape and duration) • Creating a script (structuring the content) • Creating a storyboard (structuring and planning the vision) • Filming/production (realizing the story on site, creating and getting materials) • Editing (post production - processing the existing material) • Dissemination/publishing (promoting through different channels)
Results achieved:	<p>The participants developed a specific definition for digital storytelling in the context of youth work, acquainted with the principles and techniques of narrative, constructing their own digital stories, writing a script, storyboard and testing them in front of an audience, learned to use different digital tools to visualize stories, to make videos, photos, stop motion, to use the power of music and audio effects, to work with programs for video editing, and create a complete digital story to spread across different channels.</p> <p>the training team created a digital media package (YouTube Channel, FB Group / Blog, WordPress Blog), with which the participants in the training and afterwards were committed to creating content and spreading it. Thus, they made a habit of maintaining ongoing communication with partners, supporters, stakeholders, and more actively informing about their specific activities.</p>
Innovation:	<p>Youth workers from disadvantaged groups – facing geographical, economic and social restraints, people with disabilities – also completed the program. Their viewpoint was not only emotional for the whole group, but also contributed toward increasing empathy, understanding of their problems and helped improve the communication on “sensitive subjects” with “sensitive groups”.</p>
Empowerment:	<p>The training offered the participants specific tools, aiding their work on digital stories, such as a canvas for extrapolating a problem, a template for script development and a storyboard.</p>



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Website:	www.viacivic.org
Contacts:	via_civic@abv.bg; viacivicbg@gmail.com



4.2 Best Practices in Italy

1. Magic and Myths Unite Europe

When:	14-09-2015 - End: 13-09-2017
Where:	Turkey, Cyprus, Finland, Ireland
Who:	Le Chéile ETNS
Objectives:	<p>Children will become competent at various digital skills such as PowerPoint, web design, blogging, stop go animation etc.. Children through Skype and pen pals will have developed relationships with people from another country and develop social skills.</p> <p>Teachers will have experience a variety of educational settings and observed teaching and learning in other European countries.</p> <p>Teachers will have had the opportunity to discuss different teaching methodologies and share best practice.</p> <p>Teachers and schools will have developed meaningful and lasting relationships with schools and teachers from other European countries. It is hoped that collaboration will continue long after this project finishes.</p> <p>Schools will have been promoted in their local community</p>
Stakeholders of the project:	<p>CEIP NAVAS DE TOLOSA Scoala Gimnaziala Fardea DIMOTIKO SCHOLEIO ALAMBRAS Ruununmyllyn koulu/Hämeenlinna Opetuspalvelut Istituto Comprensivo Statale "Elio Vittorini" 21st Primary School of Heraklion Tekkeköy Imam Hatip Ortaokulu</p>
Beneficiaries:	Children and teachers from 8 partner countries in the project.
Financing:	<p>EU Grant: 99965 EUR Programme: Erasmus+</p>

	<p>Key Action: Cooperation for innovation and the exchange of good practices</p> <p>Action Type: Strategic Partnerships for Schools Only</p>
<p>Description:</p>	<p>Using a variety of media such as digital art, storytelling, drama, board games, the project aims to open up the world of art and ICT to children at primary school level, fostering inclusion for marginalised groups such as travellers and immigrants across the partner countries of Ireland, Turkey, Finland, Spain, Cyprus, Romania and Greece. The project's results will foster a sense of EU citizenship and understanding and a greater level of practical skills in art and ICT. The unifying theme of national myths and legends will appeal to children and teachers across all partner countries and is a template that could be usefully applied in other contexts.</p> <p>As this project aims to be inclusive of all children and abilities a variety of methodologies will be applied. These include:</p> <ul style="list-style-type: none"> - Responding through art - children use art to explore a variety of topics - Responding through music - Responding through drama - Responding through writing. - Talk and discussion - Active learning - Co-operative learning.
<p>Results achieved:</p>	<p>This project contains eight substantial outputs made up of significant activities. These include:</p> <ol style="list-style-type: none"> 1: Creation of website/blog and forum/logo for project/presentations to introduce each school. Skyping and pen pals so children in partner countries can get to know each other. 2. Children learn about and attend performances of legend from their own country. 3. Children make short movie/drama/animation/scratch of legend from their own country. 4. Children learn about sites of mythical significance in their locality and visit these. 5. Children use a variety of media e.g. construction, painting, writing, photographs to

	<p>create a project on a site of significance. Countries collaborate to create guidebook of sites of mythical.</p> <p>6. Children learn about myths from another country and complete projects using a variety of media e.g. drama/ICT.</p> <p>7. Exchange of Pandora's Boxes of cultural gifts at project exhibition in Cyprus.</p> <p>8. Children learn about Heroes & Villains in Europe looking at similarities between countries. A book of Europe's Heroes and Villains is created and an art collage unveiled in Romania.</p> <p>9. Children look at mythical symbols and create a board games and dictionary of mythical symbols.</p> <p>10. Children will look at music in myths and attend musical performance of a myth.</p> <p>11. Children will make short musical compositions to be played at music night in Greece along with other musical performances.</p> <p>12. Children from all countries collaborate to create a new myth for the 21st century. This myth will involve heroes or villains from all countries. This will be launched at project closing party in Ireland</p>
Innovation:	<p>Teachers will have experience a variety of educational settings and observed teaching and learning in other European countries.</p> <p>Each school will have hosted a purposeful event and invited its school community to share this with them. Schools will have a website on which they can continue to share and communicate.</p> <p>Schools will have a variety of resources and outputs e.g. music recordings, guidebook, book of European heroes and villains, photographs which can be used for future lessons on myths an legends. Schools will have been promoted in their local community.</p>
Empowerment:	<p>Children will realize that although European countries are all diverse they are linked through a love of story, music and art.</p> <p>Students will realize that they all have talents such as music, art, story writing, imagination, dance and these talents will have contributed to and benefited this project.</p> <p>Children in non -English speaking countries will develop their English language skills and will</p>

	<p>develop a sense of responsibility. Children through Skype and pen pals will have developed relationships with people from another country and develop social skills.</p> <p>All children including those with Special Educational needs disabilities and minority groups will have participated and contributed to this project.</p>
Website:	http://magicandmythsuniteeurope.weebly.com/
Contacts:	<p>Le Chéile ETNS Mornington Road, Drogheda, Co.Louth NA Drogheda Border http://www.lecheileetns.com Organisation type: School/Institute/Educational centre – General education (primary level)</p>



Erasmus+ 2015 - 2017

"Magic & Myths Unite Europe"

«Η Μαγεία και οι Μύθοι ενώνουν την Ευρώπη»

21^ο ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΗΡΑΚΛΕΙΟΥ

www.magicandmythsuniteeurope.weebly.com

ΠΟΛΥΤΡΟΠΟ

Τηλ. 2810 324647 - Fax: 2810 327235
info@polytropo.com polytrop@otenet.gr

2. Supporting University Community pathways for REfugees-migrants

When:	Start: 01-09-2016 - End: 31-10-2018
Where:	Partner countries
Who:	ARISTOTELIO PANEPISTIMIO THESSALONIKIS
Objectives:	<p>1) Establish how universities can facilitate tertiary pathways and the successful completion of an academic curriculum for refugee students and scholars.</p> <p>2) Explore analytically the role played by Higher Education Institutions, in collaboration with stakeholders in order to provide support and training opportunities for practitioners helping the general refugee population</p>
Stakeholders of the project:	<p>STICHTING VU</p> <p>UNIVERSITAET ZU KOELN</p> <p>ELLINIKO SYMVOULIO GAI TOUS PROSFYGES</p>
Beneficiaries:	Teachers local students and migrant students
Financing:	<p>Project Reference: 2016-1-EL01-KA203-023651</p> <p>EU Grant: 206006 EUR</p> <p>Key Action: Cooperation for innovation and the exchange of good practices</p> <p>Action Type: Strategic Partnerships for higher education</p>
Description:	<p>The S.U.C.RE. Project is a two-year KA2 Erasmus+ Strategic Partnership in the field of Higher Education granted by the Hellenic National Agency via the European Commission. It was Coordinated by the Aristotle University of Thessaloniki and the consortium also consisted of the University of Cologne, Vrije Universiteit Amsterdam and the Greek Council for Refugees. It has produced three extensive free online publications and four free digital courses.</p> <p>In more detail, the online publications identify the</p>



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main challenges that stand in the way for refugee students trying to access higher education and for those refugee students after admittance.

These publications subsequently develop tools to overcome them establishing a repository of best practice strategies to support refugee students in transitioning from community to university. Those publications, were built using a plethora of approaches including, a desk study with research on 120 European Universities, a more focused European University online survey on 39 of them, round table discussions with University representatives and interviews with university advisors as well as refugee students. Other phase of publication successfully sets the path for identifying the needs of scholars and their hosts for their proper integration into HEIs. Through three extended surveys, challenges and potential solutions for improving the placement of refugee scholars/scholars at risk at universities across Europe have been mapped out and substantiated. and a number of good practices were identified and documented. All three above publications constitute valuable assets for European Universities and Institutions for policy and decision making.

As regards the digital courses, the first one is on Psychosocial Support of refugee population and 1) includes a brief presentation of the main thematic categories identified in practitioner's interviews. 2) analyses some important assumptions and considerations from the relevant literature, such as debates on the conceptualization of 'crisis' and the rhetoric of emergency, models of integration, and perspectives of psychosocial interventions. and 3) proposes examples of 'good practices'. The course on the role of Sport in refugees' social integration identifies a number of difficulties that may hinder the effective implementation of sport activities in camps and proposes a set of non competitive games to overcome such problems. The course concerned with Health includes sections on First Aid, common emergency occurrences, alongside with emphasis on CPR, sexually transmitted disease prevention, basic hygiene rules, and national vaccination programs.

	<p>The course on Legal issues consists of parts on:</p> <ol style="list-style-type: none"> 1) Useful Definitions on Asylum Law, 2) The Refugee Status Determination, 3) Asylum Procedures, 4) Reception Conditions, 5) Administrative Detention of Asylum seekers and 6) Extended chapters dedicated to issues of social security. <p>In all cases, field staff will also find practical advice in the form of dedicated manuals of good practices for field testing. All the above online course were built after extensive working with focus groups and based on feedback from events attended by professionals and volunteers working in the field and having direct contact with the everyday challenges the immigrants and their caretakers face in camps. The material provides trainers with needed extended information filling a gap in organized training material on supporting refugees on health and legal issues.</p>
<p>Results achieved:</p>	<p>Practical & reusable resources for the practitioners</p> <p>Accessing Higher Education in Europe: Challenges for Refugee Students & Strategies to Overcome Them</p> <p>A guide for best Practices Beyond Access: Supporting Refugee Students for Academic Success in HEIs in Europe</p> <p>Institutional Support for Refugee Scholars in Higher Education</p> <p>A digital educational module for trainers regarding the psychosocial support of refugees</p> <p>A digital educational module for trainers regarding the role of sport in refugees' social integration</p> <p>Recommendation guidelines for trainers regarding the psychosocial support of refugees</p> <p>Recommendation guidelines for trainers regarding the role of sport in refugees' social integration</p>
<p>Innovation:</p>	<p>A digital educational module for trainers regarding health support for refugees/migrants</p> <p>A digital educational module for trainers regarding legal support for refugees/migrants</p> <p>Recommendation guidelines for trainers regarding</p>



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	legal and medical support of refugees
Empowerment:	<p>Within the four highly successful multiplier events organized, members have participated in 72 different dissemination activities (in many cases as invited speakers) spreading the word for the importance of refugee student and scholar integration as well as for the need of support of general refugee population through constantly informed and well educated practitioners.</p> <p>It has provided hope, empowerment and a sense of security for refugees, guidance for University staff, and support for practitioners in the field. It has also created new and strengthened existing ties among Universities and Stakeholders paving the way for future effective inclusion of refugees in Europe.</p>
Website:	http://sucre.auth.gr/el
Contacts:	<p>ARISTOTELIO PANEPISTIMIO THESSALONIKIS KEDEA BUILDING, TRITIS SEPTEMVRIOU, ARISTOTLE UNIV CAMPUS 54636 THESSALONIKI Κεντρική Μακεδονία (Kentriki Makedonia) http://www.auth.gr</p>



3. Re-inventing Europeans through History, Art and Cultural Learning

When:	Start: 01-12-2016 - End: 31-08-2019
Where:	Partner countries
Who:	Euracademy Association- Greece
Objectives:	<p>The main objectives of the project were:</p> <ul style="list-style-type: none"> • To design an innovative learning methodology and learning resources, based on history, art and culture, freely available to education and other refugee integration professionals, leading to an introductory learning course, to ease the first steps of integration of refugees in their host country. • To ease the transition experienced in cultural change and start the process of building confidence and personal growth after a traumatic life-changing event. • To offer basic skills and language training to refugees who are starting a new life in an EU country • To enhance language skills and other non-verbal methods of communication • To introduce lifelong learning to refugees • To network educators working with refugees in different EU countries and in different learning situations, so that they can readily exchange experiences and best practice. • To influence policies makers in each partnership country to provide guidance and educational support for the expanding refugee population integrating into many EU countries.
Stakeholders of the project:	<p>UNIVERSITETET I SOROST-NORGE ELLINIKO FOROUM PROSFIGON PROVINCIA DI LIVORNO PROVINCIA DI LIVORNO SVILUPPO SRL the Nordic centre of Heritage Learning and Creativity Stiftelsen Jamtli Izobrazevalni center Geoss d.o.o.</p>
Beneficiaries:	The target groups supported through the REHAC



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	project were the educators of 164 refugee learners and the refugee learners themselves.
Financing:	<p>EU Grant: 240055.3 EUR Programme: Erasmus+ Key Action: Cooperation for innovation and the exchange of good practices Action Type: Strategic Partnerships for adult education</p>
Description:	<p>Refugees entering European countries, carrying the trauma of war or political instability are very vulnerable and need a great deal of psychological support and training to help them establish a foothold in their new country. At the same time professionals in education and social care in many EU countries need to learn very quickly about how best to support the refugees whose knowledge of their new country may be limited and their skills in the language of their new country may be slight or non-existent. The REHAC project was implemented by a partnership of different types of organizations from Greece, Slovenia, Sweden, Norway and Italy, including education institutions of different remits (university, adult education centres, non-formal learning providers), public authorities and representatives of the civil society operating in the interests of refugees. The partnership of 8 organisations was led by Euracademy Association, a European-wide non-profit network of education and sustainable development practitioners and academics, devoted to capacity building of communities in rural Europe.</p>
Results achieved:	<p>The REHAC project developed, over a period of 33 months:</p> <ul style="list-style-type: none"> • A survey on the learning needs of both the refugees themselves and the trainers/support staff involved in the integration process. The results in every country were compiled in one Synthesis Report of Learning Needs. • National task-force groups in every partner country, including representatives of the partner organisations as well as representatives of key stakeholder organisations in every country (central government, local government, NGOs,



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	<p>adult-education organisations and organisations of the civil society), active in the refugees' integration. The task-force groups followed the project activities in each country and contributed by taking part in project activities (learning needs survey, pilot-testing activities, multiplier events), offering feedback on the project outputs and actively supporting their dissemination and promotion.</p> <ul style="list-style-type: none"> • A learning methodology based on an innovative approach, exploiting the benefits of history, culture and art in training, through the channel of "storytelling". • A training of trainers course, to help educators to apply the REHAC methodology with refugee learners. • A refugee training course, operationalised in 2 learning packages, to guide the introduction of refugee learners in language and basic skills, as well as in job orientation. • A Handbook presenting in a succinct, easily comprehended and illustrated format, with examples, the sequence of activities and resources developed by the project, which can be used by educators and trainers. The REHAC Learning methodology and tools were piloted in all partners' countries, with 164 refugees. Four (4) workshops at national level and one international conference assisted in the dissemination of the results of the project, and in building an active community of interest of project stakeholders.
<p>Innovation:</p>	<p>A learning methodology based on an innovative approach, exploiting the benefits of history, culture and art in training, through the channel of "storytelling".</p> <ul style="list-style-type: none"> • A training of trainers course, to help educators to apply the REHAC methodology with refugee learners. The 5-day course took place in Athens on 7-11 May 2018, with 15 trainers from all partner countries and additional participants from Greek organisations active in refugee training, who were invited to attend. • A refugee training course, operationalised in 2 learning packages, to guide the introduction of





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	refugee learners in language and basic skills, as well as in job orientation.
Empowerment:	The project achieved considerable impact regarding the stakeholder organisations in every partner country, the trainers and support staff of refugee integration who have already used the project outputs or will do so in the future, as well as the refugees themselves who took part in different project activities. The project partners, inspired by the project's success and outreach, have applied for and secured funding in the Erasmus + programme for a project developing further the REHAC methodology and learning material for school education
Website:	http://www.rehac.eu
Contacts:	Euracademy Association Empedocleous 17 116 35 Athens Αττική (Attiki) http://www.euracademy.org



REHAC

4. Multi-sectorial partnership for capacity development to enhance entrepreneurship opportunities for vulnerable youth in Milan, Lisbon and Madrid

When:	Start: 01-11-2016 - End: 31-10-2018
Where:	The project run from November 2016 to October 2018 in three European cities: Milan, Madrid and Lisbon.
Who:	ISTITUTO COOPERAZIONE ECONOMICA INTERNAZIONALE ASSOCIAZIONE
Objectives:	Strengthen the employability and the social inclusion of vulnerable youth (NEET youth, migrants, refugees)
Stakeholders of the project:	THE HUB SRL AGENCIA PARA EL EMPLEO DE MADRID FUNDACION ACCION CONTRA EL HAMBRE FONDAZIONE GIACOMO BRODOLINI COMUNE DI MILANO CAMARA MUNICIPAL DE LISBOA Associação Lusofonia Cultura e Cidadania
Beneficiaries:	NEET Youth, migrants from the partner countries
Financing:	Project Reference: 2016-2-IT03-KA205-009258 EU Grant: 165487 EUR Programme: Erasmus+ Key Action: Cooperation for innovation and the exchange of good practices Action Type: Strategic Partnerships for youth
Description:	YEP "Young Enterprise Program" is the short name for the project "Multi-sectorial partnership for capacity development to enhance entrepreneurship opportunities for vulnerable youth in Milan, Lisbon and Madrid", funded by the Programme Erasmus+ KA2 Strategic Partnerships in the field of Youth. The project promoted new practices and approaches at European level to support entrepreneurship of young people with fewer opportunities - such as NEETs, migrants, youth with a low educational background, social or geographical obstacles, etc.. These youngsters struggle more than their peers

	<p>in entering the labour market and participate into society: starting their own business, by turning their ideas, passions and talents into action, can represent a way to overcome these obstacles. YEP final aim was to strengthen the employability and the social inclusion of vulnerable youth. Specifically, the project carried out different activities in each of the 3 partner cities:</p> <ul style="list-style-type: none"> • An information and communication campaign on entrepreneurship, targeted to young people (especially those with fewer opportunities) and private and public stakeholders; • An entrepreneurship training programme for a total of about 80 vulnerable youngsters (40 in Milan, 20 in Madrid and 20 in Lisbon) • An incubation programme for the best 15 business ideas (5 in each city) and a total of 17 young people with fewer opportunities. <p>Moreover, YEP carried out the following activities at European level:</p> <p>Three transnational staff training events among partner organisations, to exchange and transfer experiences, practices, approaches, etc. in socio-economic inclusion of vulnerable youth and support to youth entrepreneurship of young people with fewer opportunities; Series of dissemination actions and events, including national and transnational Multiplier events, a project blog and newsletter, and a video presenting YEP results.</p>
<p>Results achieved:</p>	<ul style="list-style-type: none"> • Fostered local multi-actor stakeholder partnerships in each city, by engaging a wide range of public and private organisations in the project, such as not-for-profit organisations and NGOs, public authorities at local, regional and national level, entrepreneurship and business support organisations, Universities, etc., with the aim to work together to contribute to create a favourable environment for young entrepreneurs; • Strengthened partners' skills and competencies in promoting and implementing youth entrepreneurship programmes and initiatives and to support young people with fewer opportunities; • Improved the knowledge and the technical and transversal competences of the vulnerable youth directly participating in the project, so as to contribute to strengthen their employability and



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	social inclusion.
Innovation:	<p>Three “Intellectual Outputs” which summarizes the new and innovative methods and tools formulated, tested and validated in the project:</p> <ul style="list-style-type: none"> - Handbook “Not-for-profit organisations and youth entrepreneurship: how to support young people with fewer opportunities”; - Training toolkit “Empowering young people through entrepreneurship: a trainer’s toolkit”; - Methodological Document “Starting up: how to incubate businesses from young people with fewer opportunities”
Empowerment:	<ul style="list-style-type: none"> • Fostered local multi-actor stakeholder partnerships in each city, by engaging a wide range of public and private organisations in the project, such as not-for-profit organisations and NGOs, public authorities at local, regional and national level, entrepreneurship and business support organisations, Universities, etc., with the aim to work together to contribute to create a favourable environment for young entrepreneurs; • Strengthened partners’ skills and competencies in promoting and implementing youth entrepreneurship programmes and initiatives and to support young people with fewer opportunities; • Improved the knowledge and the technical and transversal competences of the vulnerable youth directly participating in the project, so as to contribute to strengthen their employability and social inclusion.
Website:	http://youngenterpriseprogram.com/
Contacts:	http://www.icei.it



5. Signs goes North(Sign in the City in help of migrants' and refugees' inclusion)

When:	Start: 01-12-2017 - End: 30-11-2019
Where:	Program countries
Who:	HÄLSINGLANDS UTBILDNINGSFÖRBUND
Objectives:	<p>The main objectives of the project were:</p> <ul style="list-style-type: none"> • provide refugees and newly arrived migrants with the means (language, information and tips) to communicate with others beyond one's own group, to move about independently, or recognise signs, thus helping them to adapt to a place of arrival easily, efficiently and effectively; • develop a learning model in a wider sense, fostering respect and understanding for diversity, intercultural competencies and values • provide effectively model for the inclusion of newcomers at the municipal level; • provide creative mutual learning experience for newcomers and natives; • help natives to achieve a better understanding of the world and other groups of people; • help refugees socialise and express themselves; • remove barriers to integration and promote equality of opportunity provide safe and open spaces of interaction between the host and the migrant communities
Stakeholders of the project:	<p>Videnscenter for Integration Cooperatieve vereniging Pressure Line U.A. Fundatia Centrul Educational Spektrum JFdeK Ltd Landsbyggðin lifi Inthecity Project Development</p>
Beneficiaries:	Refugees, migrants
Financing:	Project Reference: 2017-1-SE01-KA204-034606



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	<p>EU Grant: 263692.5 EUR</p> <p>Programme: Erasmus+</p> <p>Key Action: Cooperation for innovation and the exchange of good practices</p> <p>Action Type: Strategic Partnerships for adult education</p>
<p>Description:</p>	<p>A lot has changed over the last decade around both attitudes/perception of refugees and continuing support of multiculturalism and diversity. Populism in Europe and beyond and the rise of extremist parties in many European countries is not helping this debate where xenophobia and far of the 'other' is increasing. A better understanding of other cultures and more initiatives to foster intercultural education become now more relevant than before.</p> <p>Signs goes North will create an innovative model in promoting cultural diversity and social inclusion. It will use visual representations (photography of city signs, videos of everyday life) and story telling to introduce refugees and newly arrived migrants to the city's local languages and cultures and in parallel to introduce the city's local population to the language and culture of the refugees and migrants. Photos of local landmarks (e.g. a square or monument), everyday amenities (e.g. shops, bank, post office) and natural and urban landscape (e.g. parks, lakes/seaside, houses, squares) will be used to promote the and teach the language and culture of the host country to the newcomers to the city, while digital</p> <p>storytelling will be used to promote an understanding of the language and culture of refugees and migrants. Workshops bringing together migrants and locals to tell each other's stories will foster interaction and enhance better understanding of each other's cultures. The project has also a strong focus to represent the city's several cultures and to identify and promote multiculturalism. This will help locals have a better understanding of diversity and demonstrate openness to newcomers to the city while it will also help newcomers' orientation and ultimately integration to the local language and culture.</p>



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Results achieved:	A practical learning model “Feel the city - share the feeling”: newly arrived migrants, refugees and locals work together locally for defining specific needs, selecting places of interest and linguistic and cultural themes in their cities, and will co-produce content and materials. The model allows the newcomers to understand the local culture better and to obtain skills in team work with locals; on the other hand, the original population will understand who the refugees are, and how to include them in mutual activities.
Innovation:	<p>A mentoring and peer support strategy: key experts with experience in Signs methodology and specialists in creative production will support the local groups at place during the implementation process - photography, video shooting, selection of linguistic and cultural materials, and establishing contacts with local authorities as an integral part of the project impact. Digital art/photography and digital storytelling and educational content to develop the City and Language books and the Digital Stories of cities and migrants.</p> <p>Use of sketch noting through the means of art therapy to empower newcomers to communicate and be able to tell their story to the locals and exchange cultural understanding of each other’s cultural and linguistic spaces.</p>
Empowerment:	The project fosters true promotion of diversity as it will focus equally on a cultural dialogue between the languages and cultures of the four host countries represented in the project (Sweden, Denmark, Iceland, the Netherlands) and the languages and cultures of the refugees and migrants that visit them (e.g. Syria, Afghanistan, Somalia, Kosovo, etc). This will help ultimately with combating discrimination and racism. Better understanding and an open cultural of cooperation and co-production will eventually support the fight against bullying and violence.
Website:	http://www.signsinthecity.net/signsgoesnorth
Contacts:	HÄLSINGLANDS UTBILDNINGSFÖRBUND





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	<p>STADSHUSET 821 80 BOLLNAS Gävleborgs län http://www.hufb.se</p>
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4.3 Best Practices in Spain

1. HC club Feyenoord

When:	It has been first implemented in 2010. It is an ongoing project.
Where:	Rotterdam, Holland
Who:	HC club Feyenoord
Objectives:	To unite different parts of Rotterdam and interest children of south part of the city in sports. Building teams and making the children feel as a team and included.
Stakeholders of the project:	Paul Veldhuijzen is the coordinator of this project. The project is going based on the donations from the participants of the hockey club and city-hall donations.
Beneficiaries:	The people involved where in their majority children and teens from complicated background of the city. Right now, the hockey club has more than 450 official members and around 200 participants.
Financing:	The project was financed from the government of Rotterdam and donations of the members. Sponsors: -https://kikxdevelopment.nl/ -https://stc-group.nl/en/about-stc-group -https://www.rabobank.nl/particulieren/
Description:	HC club Feyenoord is a no ice hockey club that have started as simple lessons of hockey in local playing ground on the south of Rotterdam. The children grown an interest in this sport and everyday more and more came to practice. It all has started as just a game and time to pass by, but then Paul Veldhuijzen decided to make a real team competition. The children learned not only to just play hockey,

	<p>but also how to be a team, how to be on time, how to be constant in something you are doing and they had a chance to learn who they are and that they worthy.</p> <p>In one of the competitions they had a chance to meet the royal family of Holland and have some pictures with them. It is a very big deal for the children of the south part of Rotterdam to have this experience and it makes them feel included. All the material was provided by the organizers so it was easy for them to start coming to the trainings.</p> <p>Right now, this initiative grown so much that they have they own club build and growing every year. It is not only about sports it's also about community and inclusion, so everybody can take part.</p>
<p>Results achieved:</p>	<p>Creation of a sports club and a community between the different parts of the Rotterdam city. Also, the insurance of active involvement of young people with different backgrounds, which requires many different approaches in order to foster their participation in society.</p>
<p>Innovation:</p>	<p>It is one of the first inclusive sports clubs created, trained and participating in the same level as the rest.</p>
<p>Empowerment:</p>	<p>Ensuring youth policies taking into consideration the diversity among young people, which requires many different approaches in order to foster their participation in society. Strengthen legislation and policies promoting youth rights and challenging discrimination.</p>
<p>Website:</p>	<p>https://www.hcfeijenoord.nl/site/Default.asp</p>
<p>Contacts:</p>	<p>Sportcomplex Olympia Buitendijk 100c - 3078XC Rotterdam, Holland Number: +31 0624223712</p>



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2. GOIAN

When:	The project was presented in October of 2010 and it is an ongoing project.
Where:	Vitoria-Gasteiz , Spain
Who:	ARICH and Reintegración Social de Alava IRSE
Objectives:	<ul style="list-style-type: none"> - Offer preferential attention to children and adolescents in the neighbourhood who are of school age, especially the population that has just arrived or who may be in a situation of social vulnerability. - Through participation in neighbourhood networks and structures, promote the feeling of citizenship. Reinforce and promote the capacities that help to participate in the community and that helps to develop the feeling of neighbour. - Encourage the active participation of the different socio-community agents of the neighbourhood (cultural, sports, Information and Communication Technology, etc.) in order to stimulate an educational environment. The values that are pursued are that of equality, respect, and the freedom and responsibility of being and being in that multicultural framework that is the neighbourhood, with the desire to achieve interculturality.
Stakeholders of the project:	Isabel Martínez, Lorenzo Martínez
Beneficiaries:	The main target group where youngsters with social exclusion or difficulties of integration due to migration. For Primary and Secondary students. Right now they also work with adults. The reach is about 700 people form the village and surroundings.
Financing:	Socio-educational project is sponsored in cooperation of local town hold, Gasteiz Txiki neighbourhood association, ARICH, Reintegración

	Social de Alava IRSE and donations.
<p>Description:</p>	<p>Goian is a socio-educational project in which we seek to promote coexistence from the respect, communication, and cooperation of the different people, groups, and entities that share a territory, in our case, the Old Town of Vitoria-Gasteiz. For us, feeling part of something, of space, environment, of a territory is necessary for the construction of my identity as a person and also as a conscious neighbour and involved in the construction of that coexistence. And this belonging requires both an individual effort to want to be, as well as more complex social transformations that build environments, proposals that welcome me and make me feel good.</p> <p>How do we do this? We develop our work in the field of free time with people who live, live in this neighbourhood. From Goian we want to guarantee that all the boys and girls of the old town enjoy and participate in the neighbourhood in group sports or cultural projects through a varied program. Coeducation, the promotion of the Basque language, participation, and diversity as a value are worked on in all these groups. In recent years we have been expanding the project by offering meeting spaces to the adult neighbourhood.</p>
<p>Results achieved:</p>	<p>In the beginning, Goian was a project aimed at the neighbourhood's child and adolescent population, because we believe that this age bracket has a special impact on the development of social skills. If from the beginning we relate to my neighbours in a natural way, at school and outside of it, if we enjoy the streets and squares when it comes to relating... We will develop that feeling of belonging to the neighbourhood.</p>
<p>Innovation:</p>	<p>Goian is a socio-educational project in which we seek to promote coexistence from the respect,</p>

	<p>communication, and cooperation of the different people, groups, and entities that share a territory, in our case, the Old Town of Vitoria-Gasteiz. For us, feeling part of something, of space, environment, of a territory is necessary for the construction of my identity as a person and also as a conscious neighbour and involved in the construction of that coexistence. And this belonging requires both an individual effort to want to be, as well as more complex social transformations that build environments, proposals that welcome me and make me feel good.</p> <p>How do we do this? We develop our work in the field of free time with people who live, live in this neighbourhood. From Goian we want to guarantee that all the boys and girls of the old town enjoy and participate in the neighbourhood in group sports or cultural projects through a varied program. Coeducation, the promotion of the Basque language, participation, and diversity as a value are worked on in all these groups. In recent years we have been expanding the project by offering meeting spaces to the adult neighbourhood.</p>
<p>Empowerment:</p>	<p>We promote meeting spaces for young people, girls, and boys outside of school hours. The activities that we organize in free time can be sports activities (handball school, basketball, ...) or cultural activities (painting, dancing, bertsolatitza ...).</p> <p>Over the years, we have realized that the adult population of the neighbourhood also needed meeting spaces, even more than the child population. Adults in the neighbourhood, we do not have spaces to socialize with the neighbourhood that has just arrived. We live close to each other, but we don't live together. Once we were aware of the situation in Goian, we got to work and started promoting meeting spaces for</p>



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	adults.
Website:	http://blog.goian.org
Contacts:	goian@goian.org



3. PROYECTO CDAS [COMANDO DEPORTIVO DE ACCIÓN SOCIAL]

When:	2nd September to 2nd October. Finalized
Where:	It took place in Artium and the Errekaleor neighbourhood of Vitoria. Spain
Who:	Consejo superior de Deportes (CSD) e IDENSITAT (iD Sport)
Objectives:	<ul style="list-style-type: none"> -The acquisition of values as useful as respect, teamwork, empathy, and effort, among others, that can serve children to adapt to the school world and later to work. - Emotional education, enabling children to channel and verbalize their own feelings and emotions through sport, contributing to their holistic development. - The mechanization of different routines and habits that can directly influence the increase in a school performance of those children with more academic difficulties. - The prevention of risky behaviours, such as the consumption of tobacco, alcohol, and other types of drugs.
Stakeholders of the project:	Iñaki Larrimbe. Superior Council of Sports (CSD) and IDENSITAT (iD Sport).
Beneficiaries:	All people who want to be involved in CDAS project. Specially
Financing:	Superior Council of Sports (CSD) and IDENSITAT (iD Sport). It has the support of ARTIUM and the collaboration of the Provincial Council of Álava, the Alavesa Athletics Federation, the La Blanca Athletics Club and the Goyán Association.
Description:	The art looks at sport, at best, looking for some thematic inspiration at a representative level. And sport assumes that certain aspects of it are already artistic "per se" (artistic gymnastics, for

	<p>example). That is why it is essential to launch projects in which this hybridization can occur and generate debate, thought, and reflection on our reality from the resources shared by art and sport.</p> <p>Issues such as cultural tourism, the trivialization of culture, the urban context, or sports innovation, appear in this proposal, which includes a guided tour, a race number and trophy workshop, and a popular race to the Errekaleor neighbourhood.</p>
Results achieved:	Empowerment of Sports involving arts. Unity of local community. Integration of minorities of the Errekaleor neighbourhood. Better visibility to the project based on cultural and sport topic,
Innovation:	Issues such as cultural tourism, the trivialization of culture, the urban context, or sports innovation appear in this proposal, which includes a guided tour, a bib and trophy workshop, and a popular race to the Errekaleor neighbourhood.
Empowerment:	The progress of this project in which this hybridization can take place and generates debate, thought and reflection on our reality from the resources shared by art and by sport is essential.
Website:	https://www.artium.eus/es/actividades/item/57836-proyecto-cdas-[comando-deportivo-de-accion-social]-inaki-larrimbe
Contacts:	errekaleorenartium@gmail.com



4. SMILE - digital teaching and learning for integration in sports

When:	The Finance from Erasmus+ was requested in 2019. Its an ongoing project.
Where:	Frankfurt am Main, Germany
Who:	Deutscher Olympischer Sportbund (DOSB)
Objectives:	<p>The qualification offered is implemented in a blended learning format with the edubreak @ SPORTCAMPUS. That means different learning formats, e.g. Online learning and face-to-face events are combined and combined in a didactically meaningful way. For the field of sport, this means that in addition to the learning units in the seminar rooms, in sports halls and sports fields, the learners are provided with tasks and exercises in an online learning environment. In this innovative form of teaching and learning, which is particularly geared towards the development of action competence, the focus was on participant orientation, acting in the context of your own association, and the exchange and reflection processes of your own actions.</p> <p>The members of the organization responsible for education and integration should be actively involved in the development process. From autumn 2020, several successive pilot phases are planned in which interested associations will implement and (further) develop the qualification measure in their structures. You will be accompanied and supported.</p>
Stakeholders of the project:	Since December 2013, Alfons Hörmann is President of the German Olympic Sports Confederation. His predecessor was founding President Thomas Bach, Olympic champion in fencing in 1976, who led the DOSB from May 20, 2006 to September 16, 2013. He resigned after his

	<p>election as President of the IOC. Hans-Peter Krämer, Vice President for business and finance, then led the DOSB in the meantime up to the election of the new president on December 7, 2013.</p>
Beneficiaries:	<p>The DOSB counts more than 27 millions of memberships in about 90.000 sports clubs. It is the largest citizens' movement in Germany.</p>
Financing:	<p>240.000€ ERASMUS+ SFR-2287CF34</p>
Description:	<p>A team that loves to inspire, educate and create opportunity.</p> <p>SMILE Through Sport is a not-for-profit organisation founded in 2013 by Paralympian Stephen Miller MBE. It combines the services of inspirational speaking, training courses and disability sport development. Working throughout the North East of England, we have a growing and dedicated team that is passionate about disability sport and the value it can bring to individuals and society. We work with all types of organisations including schools, colleges, universities, care homes, day centres, community groups and private businesses. We work closely with clients to provide bespoke and tailored services that suit their needs.</p>
Results achieved:	<p>One third of the population of our country practises sport in sports clubs. Slogans such as "Sport is at its Best in the Club" or "Sport is Good for Germany" are generally known. 40 years ago we have created the 'Trim Action' which later on became one of the biggest and most successful social marketing campaigns of the Federal Republic of Germany. It lent wings to the aspiration of 'Sport for All, which DOSB puts into practice by using its traditional trademarks such as the quality seal 'Sport for Health', the Festivals of Sports or the German Sports Badge. In this way we link, in an ideal way, the tradition of an</p>

	<p>almost 100-year-old history with the fitness idea of modern society. Special initiatives and programmes to promote women, families, senior citizens and persons with a migration background lay the basis of a lively association which orientates itself by the increased needs of our modern sporting society and is aware of its own ecological responsibility.</p>
<p>Innovation:</p>	<ul style="list-style-type: none"> ● The variety of sport is also reflected in the programs of education implemented by organized sport. There are more than 600 different educational curricula in which sport organizations offer committed persons in the club's education and advanced training courses on the basis of the DOSB General Guidelines of Education. Almost 500,000 persons hold a valid DOSB license as (male or female) coaches, exercise leaders, club managers, or youth leaders. Furthermore, the sports organizations offer numerous courses of continuing training which are not included in the DOSB license system. ● Sport educates – not only on the grounds of its formal education system but also by means of sports practice and voluntary commitment in the clubs themselves. Informal educational processes through active participation in sports and by sharing responsibilities in the club facilitate the achievement of personal/soft skills and social competencies. ● All educational activities of sports organizations are based on a holistic educational approach that always places the development of the individual personality and the principle of life-long learning in the center of attention.
<p>Empowerment:</p>	<p>Establishing the qualification offer in the</p>

	<p>structures of sport:</p> <p>After the project, the advanced training and exemplary teaching/learning scenarios will be available to other member organizations via the digital speaker community edubreak@SHARE.</p> <p>In addition to the project, there is the opportunity to exchange ideas on teaching work in the field of integration across associations and to work collaboratively.</p>
Website:	www.dosbe.de
Contacts:	<p>Tel.: +49 (0)69- 67 00-0</p> <p>Fax: +49 (0)69- 67 49 06</p> <p>E-Mail: office@dosb.de</p>



5. FUNDACIÓN RAFA NADAL

When:	The Foundation was builded in 2008, seance then they have developed hundreds of projects. The actual project of the topic it's an ongoing project.
Where:	On national level in Spain.
Who:	Fundación Rafa Nadal
Objectives:	Our mission is based on the conviction that all children and young people should have equal opportunities, in the present and in the future. Through our projects, in Spain and India, we accompany them so that they can reach the maximum of their possibilities, empowering and promoting in them values such as improvement, respect, and effort.
Stakeholders of the project:	Eunate Gómez, Alba Plana, Rafael Nadal, Ana María Parera, Sebastián Nadal, Juan José Almagro, Francisco de Bergia, Ricardo de Diego and María Francisca Parelo. Rafa Nadal Foundation and Spanish Association of Foundations.
Beneficiaries:	Young children of Spain and India in some inequality situation.
Financing:	Donations from sponsors, participating people and Rafa Nadal. Spanish Association of Foundations
Description:	At the Rafa Nadal Foundation we firmly believe in the transforming power of sport and education, two tools that allow children and adolescents to go as far as they intend, regardless of their origin and their personal and social conditions, including those who have a learning or disability problem.
Results achieved:	Thanks to the practice of sports and the indications of the professionals, links are

	<p>established, in this way bonds can be created between the different members of the group that allow the figure of the person and the group itself to be strengthened. In this way, autonomy and identity of all members are created, personal growth also occurs and certain values such as responsibility, commitment, solidarity, respect, etc. are strengthened. Therefore, a sports social program directed by professionals generates situations of inclusion, promoting education, health, and the organization of a community, without any type of discrimination. The governments of many countries are aware of the importance of these programs, as well as the effectiveness of sport as a tool for social inclusion.</p>
<p>Innovation:</p>	<p>Through different participatory programs, created and directed by professionals, which include the practice of a sport as a sports and value training tool, people in situations of social vulnerability can carry out psycho-social development that allows them to be socially included.</p> <p>The fact of being able to get up close to the experience of high-level athletes is an example for the children of the Rafa Nadal Foundation Center: with effort, perseverance and will, one is closer to achieving what one sets out to do!</p>
<p>Empowerment:</p>	<p>In order to promote successful integration within a new communities, the usual practice is to engage people in collective sport activities. From a cultural standpoint, sport does not have anything particularly against having different interests and views. Moreover, these activities can create an environment that fosters teamwork and respect.</p> <p>Furthermore, it is significant to ensure equal gender opportunities in various sport initiatives. Gender equality can assist by building respectful relationships between men and women. Participation in physical activities can facilitate good mental health for women and promote their</p>



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	well-being through building self-esteem, confidence and social integration. This is particularly important as physical activities, such as sporting can help women to reduce stress, loneliness and depression. Various social integration activities through equal sport initiatives was successfully adopted by many European countries.
Website:	https://www.fundacionrafanadal.org/
Contacts:	Twitter: @frnadal



Conclusions of the research

Germany

In Germany one person in four has a migration background. This implies that Germany is already multicultural. As one of the main receiving countries of refugees in Europe and the destination of many asylum seekers, Germany has already initiated many directives and laws to control and organize their admission and integration. Nevertheless, the situation could be further improved and adapted. Many have to fight discrimination and therefore have problems with integration. There are integration programmes, but these do not have the capacity to deal with all incoming asylum seekers and should be expanded. Germany should continue to develop and strengthen its position and knowledge with regard to migration and fight the discrimination and the existing problems.

To promote integration and strengthen intercultural relations, it is important to ensure mutual acceptance and recognition. This is possible above all through personal encounters and exchange. Programs and offers within the framework of Erasmus+ provide a very good platform for this and allow personal and social development.

Italy

Italy hosts maybe more migrants than the country can serve. Policies already exist and some topics are followed by laws (Foreigners in Italy, Nationality issues, Anti-discrimination), the situation could always be improved. As mentioned an integration and asylum law is missing and creating them could help in order to have concrete legislation frameworks that regulate these sensitive matters. Also many regions have created consultative bodies but in each region their field of expertise vary. It would be better if all regions had experts in the same fields with regular seminars, so their knowledge can be at a certain level and able to serve all people under the same regulations. Moreover a report published in 2019 suggest a variety of actions so the Country could be more prepared for migrants and have the appropriate infrastructure and knowledge.

Spain

Regarding the access of the migrant population to Citizenship, there is a generally good level in terms of civic rights (documentary regularity; long-term residence), with minor exceptions. Being unfeasible, today, comparing the use of health care services by foreigners in different regions of Spain, we focus on non-compulsory education to value their access to the main public services (that is, the enjoyment not already theoretical but real of certain social rights). The inter-regional disparities do not coincide with the two educational sections examined: in pre-compulsory education, the worst data were obtained in the Canary Islands and in the eastern peninsula, while in post-compulsory education, this role touched South, Central, and Northwest. Note that in the second section of Secondary Education, the results could be

distorted by an incidence of repeaters in the different regions and populations (the indicator is computed as the relationship between students enrolled and students of theoretical age to study in question). Finally, access to political rights emerges as one of the pending subjects of integration processes. Having said this, the nationalizations by the residence and the integration of immigrants in Spain: a measurement proposal at a regional scale progressed at an accelerated rate in recent times and it is foreseeable that they will continue to do so in coming years, especially in regions with strong implantation of Latin American immigration (Madrid) or with more temporary roots of immigrants from other origins (Northwest). Although it continues to be very minor, it is worth noting that on the part of immigrants residing in Spain there is already a certain level of exercise of active and passive suffrage at the local level. naturalizations, during the first years of the crisis there are clear improvements also as we say in terms of documentary regularity and long-term residence, so access to rights (especially of a civic nature) is emerging as a potential strength in terms of progress of integration processes. From these indicators, it follows that the multifaceted nature of our object of study (the integration processes), combined with the observable disparities in territorial and/or populational key, give rise to a diverse casuistry; except on rare occasions, it is difficult to discern clear guidelines that unmark some regions from others. In order to improve the intelligibility of the results and to find out the relationships that could exist between the indicators of the same and/or of various areas, we set out to develop regional profiles that synthesized the information obtained. As we said before, for this we have combined two statistical analysis techniques for all areas together, on the one hand, and multivariate hierarchical classification analysis (cluster analysis), on the other. Completing and complementing the aforementioned detailed results, both techniques have coincided in the following findings:

- 1) The Canary Islands emerge as the only region in Spain with minor inequalities between the foreign and national populations, in the four measurement areas.
- 2) The Northwest, Northeast, and Madrid regions, present notable inequalities in the fields of Employment and Well-being, and minor, with respect to Social Relations and Citizenship.
- 3) The Center, East, and South peninsular show fewer inequalities between the native and autochthonous populations in terms of Employment and Well-being; instead, they are characterized by a greater disparity in terms of Social Relations and Citizenship.

In order to prevent misinterpretations, it should be reiterated that these regional guidelines are attributable to a compendium of factors, among which the interregional diversity of the indigenous population, with respect to many of the parameters in question, figures prominently; This is especially evident when it comes to the occupational situation and its effects on the family economy. Thus, the varied economic specialization of the regions of Spain only affected the composition of the immigrant population and their social situation (which also), but also determined the level reached by the indigenous population with respect to the parameters to be measured. This level, according to our operational approach to the concept of integration, sets the bar for the progressive equalization between both populations or, as the case may be, their distancing. We consider that the findings of this research are relevant, for various reasons. Firstly, due to the novel nature of the procedure applied for its generation: we have shown that the integration processes of immigrant populations can be studied at the infra-state (regional) scale, based on rigorous statistical



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evidence. Secondly, these results satisfy a real need for knowledge, a need that has been formulated, in recent years, with increasing insistence from institutions with competencies in the area of migration management. And thirdly, by covering a wide range of thematic facets, our data confirm that the integration processes in different spheres of social reality do not necessarily evolve in the same direction, nor do they necessarily relate directly to "classical" political-administrative actions. in immigration matters (this is the case, for example, in the field of Social Relations).



FIN

PRACTICE

TICE

What is Non-Formal Education?

Education forms a holistic and meaningful part of every person's life. It is the process of acquiring or imparting knowledge that helps build a competent personality, ultimately improving the quality of life.

But education is not just the knowledge contained in books, it is a much broader concept that helps improve the skills and mental capacities of human beings. It goes beyond classrooms, schools and colleges.

It can be gained in several forms through schools, life experiences and extra-curricular activities. It can be then classified under three main categories:

- **Formal Education**, which is the one that works under the framework set by individual boards of education. It is very structured in nature as proper guidelines are laid, and the students are expected to work under these guidelines. Formal education is followed in schools, colleges and other courses that follow a specific type of coursework.
- **Informal Education**, which is the type of knowledge that one gains through several life experiences. Informal education is gained under the influence of society and the community.
- **Non-formal Education**, which refers to “planned, structured programmes and processes of personal and social education for young people designed to improve a range of skills and competences, outside the formal educational curriculum” (Compass, 2012).

Non-formal education is what happens in places such as youth organisations, sports clubs and drama and community groups where young people meet, for example, to undertake projects together, play games, discuss, go camping, or make music and drama.

Non-formal education is based on **active participation**, with great attention being put on **self-reflection**. Exercises of NFE are **experiential** (simulation, roleplays) and **interactive**, based on the exchange between the trainer/facilitator and participants.

1. Getting to know each other

1.1 ADJECTIVE NAME GAME

Number of participants:	Any
Duration:	15-20 minutes
Materials:	N/A
Description:	<p>The game starts with one person in the room picking a word that describes himself/herself as a person.</p> <p>The catch is that the word must start with the first letter of their first name.</p> <p>For example, <i>Energetic Eva</i>, <i>Happy Harry</i>, <i>Ambitious Anna</i>.</p> <p>The person after me must say adjective and name of the person who has already done it before saying theirs. This continues on until all of the participants have presented themselves.</p> <p>Being last is hilarious in this game because the last person has to remember everyone's name and adjective before stating his/hers.</p>

1.2 BALL-TOSS NAME GAME

Number of participants:	Any
Duration:	According to the number of participants
Materials:	Ball
Description:	<p>The game starts with every participant saying his/her name.</p> <p>After everyone has stated his/her name, call someone's name and toss the ball to that person.</p> <p>The recipient must then call someone else's name and toss the ball to that person.</p> <p>Repeat until everyone in the circle has been tossed the ball once.</p> <p><i>Instruct participants to remember to whom they threw the ball.</i></p>

1.3 TWO TRUTHS AND ONE LIE

Number of participants:	Any
Duration:	20 minutes
Materials:	Paper, sticky paper, pens, pencils, etc
Description:	<p>Ask participants to write their name, along with three pieces of information about themselves on a post-it/sheet. Two will have to be true and one should be false.</p> <p>For example, 'I am <i>NAME</i> and I am a good singer, I love football, I have visited thirty countries'.</p> <p>Participants then circulate with their sheets of paper. They meet in pairs, show their paper to each other, and try to guess which of the 'facts' is a lie.</p> <p>They shall count how many lies they guessed.</p>

2. Teambuilding games

2.1 MAKING A LINE WITHOUT SPEAKING

Number of participants:	2-15
Duration:	According to the number of participants
Materials:	N/A
Description:	<p>The facilitator asks participants a question and to respond just by forming a line in response to his/her questions.</p> <p>For example, from the youngest participant to the eldest, the number of countries visited, the number of Erasmus projects they participated in.</p>

2.2 CLOCK

Number of participants:	2-20 (or more, with adaptations)
Duration:	30 minutes or more

Materials:	Paper, pencils, pens
Description:	<p>Ask participants to draw a clock on a piece of paper.</p> <p>Ask them to mix and make appointments with each other according to the discussion topic.</p> <p>Topics could be:</p> <ul style="list-style-type: none"> 12 – Hobbies and interests 13 – Food and drinks 14 – Travelling 15 – Cinema 16 – Family 17 – Animals 18 – Education 19 – Free time 20 – Dreams 21 – Culture and traditions 22 – Books 23 – Fears <p>Put names next to the hour. They need to have an appointment for each hour.</p> <p>Those who have no pairs at the end are supposed to join another group.</p> <p>Let participants discuss and get to know each other according to the appointments they have made.</p>

2.3 MISSION (IM)-POSSIBLE

Number of participants:	15-30
Duration:	1 hour
Materials:	Paper, sticky paper, pens, pencils, etc
Description:	<p>The participants receive a sheet from the facilitator on which there are tasks that all have to be completed within the given time.</p> <p>For some tasks the participants have to work all together, for others tasks can be divided.</p> <p>Possible tasks:</p> <ol style="list-style-type: none"> 1. create a group photo (with everyone) and upload it to the

	<p>Facebook group</p> <ol style="list-style-type: none"> 2. write a project hymn 3. find an object for each letter of the alphabet. 4. find the average participant (height, age, weight) 5. paint a poster of the project 6. make up a haka 7. Think of hashtags and slogans for the project. 8. etc.
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3. Expectations, Fears, Contributions; Rules of the group

3.1 THE CREATIVITY GAME (SALTO)

Number of participants:	2-20
Duration:	30-40 minutes
Materials:	Paper, pen, pencils, sticky-paper, markers, flipchart(s)
Description:	<p>"Expectations Tree" is a method, in which the participants will be asked to write in red sticky notes their Expectations about the project, their Fears on blue sticky notes and their Contributions on green sticky notes.</p> <p>The trainer will give the participants 20 min to think on it and after that, all participants will have a chance to go around and discuss with the others their notes.</p> <p>At the end, all participants will be asked to put their notes on 3 different flipcharts.</p> <p>The final part can also take place in a way that a facilitator reads out loud all the notes from each category so that everyone can hear what other participants' thoughts were.</p>

3.2 CREATING RULES

Number of participants:	Any
Duration:	20 minutes

Materials:	markers, flipchart(s)
Description:	<p>The participants create their own rules together, which they want to follow during the seminar.</p> <p>In turns, the participants are asked which rules they would like to include.</p> <p>In the end, there should be no more than 10 rules.</p> <p>These are written on a large flipchart sheet. Afterwards, the rules are signed by all participants.</p>

4. Introduction to the use of Art in the frame of Non-Formal Education

The session includes presentations and practical workshops of non-formal education introducing participants to the role of Art as a vehicle of inclusive non-formal education (if needed, a short introduction to NFE can be made at the beginning so that all the participants can better understand the purpose of the activities).

4.1 EXPLORING THE DIMENSION OF ART INSTRUMENTS AS VEHICLES OF CULTURAL EXPRESSION

Number of participants:	Minimum 5-6
Duration:	40-50 minutes
Materials:	N/A
Description:	<p>The activity uses the Golden Fish method and it aims to identify the group opinions in relation to cultural expression through art. It is a very important session, because it will give the trainer a perfect status of the group regarding the topic of the project.</p> <p>A round table will be conducted in an alternative way: the trainer will facilitate the discussion and comparison of 4 participants who take turns sitting in the middle of the room. Only those 4 people can debate. To be part of the discussion the people from the outside circle who intend to take part have to touch the shoulder of one of the 4 people debating in the inner circle. The trainer will moderate and provoke the debate from outside.</p>

4.2 ART AS A VEHICLE OF INTERCULTURAL DIALOGUE AND CONTRAST TO PREJUDICE/STEREOTYPES

Number of participants:	Minimum 6
Duration:	40-50 minutes
Materials:	Flipchart(s), pens, markers, pencils, paper
Description	<p>The activity employs the World-Café Method and its goal is to make participants more aware of their own stereotypical thinking and prejudice, which are unconsciously connected to societal norms and to make them reflect on how art can help to boost intercultural dialogue and contrast stereotypes and prejudice.</p> <p>Participants will be divided into 3 groups and will make rotation on three tables.</p> <p>There will be 3 flipcharts with questions: "What do you think are stereotypes and prejudice?", "Why do stereotypes and prejudice still exist in the societies in the 21st century?", "How can art be used as a tool of intercultural dialogue to contrast stereotypes and prejudice among the youth?"</p> <p>The trainer will moderate and foster the debate from outside.</p>

5. Introducing European good practices in the use of Art as an instrument of contrast to prejudice and discrimination towards migrants and refugees among young people

5.1 GROUP WORK IN NATIONAL TEAMS

Number of participants:	Minimum 1 per national team
Duration:	45 minutes or more, according to number of practices presented
Materials:	(PPTs) pens, pencils, paper
Description:	<p>Presentations of European good practices in employing Art as an instrument to contrast prejudice and discrimination towards migrants and refugees among the youth.</p> <p>Experiencing and improving methods.</p>

5.2 PRACTICAL ART EXERCISE

Number of participants:	2-20
Duration:	45 minutes
Materials:	Dixit Game, pens, pencils, paper
Description:	<p>Cards are put on the ground and each participant picks up one card which represents the most what art is to him or her. Then, participants discuss in pairs why they picked up the specific card and explain their motivations. Each person has one minute to speak. Participants are supposed to circulate and exchange their thoughts and emotions with others. The last phase is to form a circle, each person shows their card and the group describes what they remembered from the conversation with the person. The sessions finishes with a short debriefing led by the trainer.</p>

5.3 PRACTICAL ART EXERCISE

Number of participants:	2-20
Duration:	50-60 minutes
Materials:	Flipchart, pens, paper, markers, office supplies, art supplies, etc
Description:	<p>Participants will be engaged in a session aimed at fostering creativity and self-expression through Art methods.</p> <p>Participants are divided in five groups. Their task is to brainstorm on employing Art methods as an instrument to fostering the development of inclusion, tolerance and non-discrimination attitudes at the level of the youth.</p> <p>Each group will work with a different type of art: painting, literature, music, dance, theatre (others can be added).</p> <p>The groups are encouraged to follow the scheme of presenting their ideas through these arts for example drawing, poem, song, dance, theatre scene.</p> <p>The final phase will be presentations and a debriefing.</p>

6. Developing educational tools of education through Art and Storytelling to contrast prejudices and stereotypes

6.1 CO-CREATION SESSION

Number of participants:	Any
Duration:	60 minutes (minimum)
Materials:	Flipchart, pens, paper, markers, sticky-paper, notebook, tape, etc
Description	Guided and supported by the trainer, participants will develop original tools of education through Arts focused on contrasting stereotypes and prejudices at the level of the youth. Participants will be divided in smaller group and each group will create at least 3 NFE tools, which will then be presented and discussed in plenary.

6.2 THEATRE OF THE OPPRESSED – FORUM THEATRE AGAINST PREJUDICES AND STEREOTYPES

Number of participants:	Any
Duration:	60 minutes
Materials:	Flipchart, pens, paper, markers, theatre supplies, etc
Description:	<p>Forum Theatre works from rehearsal improvisation to create a scene of a specific oppression. Using the Greek terms “protagonist” and “antagonist,” Forum Theatre seeks to show a person (the protagonist) who is trying to deal with an oppression and failing because of the resistance of one or more obstacles (the antagonists). Forum scenes can be virtual one-act plays or more often short scenes. In either case, a full presentation is offered to the audience. The joker (<i>difficultator</i>) then says to the audience we will do this again, and if you would do something different than what the protagonist (not the antagonists) is doing, stand up and yell stop. The protagonist will then sit down and the audience member is invited forward to show their solution of the moment. Once the intervention is performed, the audience invariably applauds, and the joker invites the audience to discuss the proposed solution, and to offer even more solutions.</p> <p>Scenes used in this workshop will touch all the “target groups” discussed and analyzed in the previous days.</p>

	<p><i>Alternative procedure:</i></p> <p>The participants are divided into small groups and think up small scenes within the group that have to do with the topic of discrimination, minorities, racism, etc. The group is then divided into smaller groups.</p> <p>Then, in the first round, the scenes with the problem representation are performed. The audience analyses what the problem was and names the grievances.</p> <p>Then the scene is performed a second time. The audience can either shout "stop" and then give commands on how the actor should act differently or he or she can take on the role of an actor and thereby change the action.</p> <p>Afterwards, the scene is discussed again with all participants in the round, analysed and connections drawn to their experiences.</p>
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6.3 COSMICtalks

Number of participants:	Any
Duration:	60-90 minutes
Materials:	Flipchart, pens, paper, markers, notebooks, (video-camera)
Description	<p>The trainers invite participants to organize the information gathered/learned in previous activities into a 3-pillars' structure that can be followed to create a presentation.</p> <p>The participants will then be divided in 3 groups, each one assigned to one pillar of the usage of Art in Non-Formal Education.</p> <p>Once each group came up with the structure organized for topic and sub-topic, each participant will present it to the others, using setting of a public talk. The presentations can be recorded and stored in the project web-platform.</p>

6.4 PROJECT MANAGEMENT SESSION

Number of participants:	5-20
Duration:	60-90 minutes
Materials:	Flipchart, pens, paper, markers, etc
Description	Session will focus on the management of the project.

	<p>The trainer will ask the participants to divide into small groups according to the topic of interest. Participants will write down in a flipchart their project idea. Groups will work on creating the activities and timetable of the project.</p> <p>During the session, the trainer will give participants information and notions about project writing and management of the project.</p> <p>Project management session will be followed by a debriefing where each group will present the project idea and receive feedback / new ideas from the trainer and other participants.</p> <p>The trainer will guide participants also on reflection about personal and group action planning, and proposal of cooperation in the future.</p>
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6.5 THE OTHER AND ME

Number of participants:	Any
Duration:	60 minutes
Materials:	Pencils, pens, paper, markers, etc
Description	<p>The educator will give to the participants the sheets of paper and pen.</p> <p>The educator will explain to the participants what they have to do.</p> <p>Assignment: As you read the story, you must draw the body of this BEING narrated, using your imagination.</p> <p>Once the reading of section 1 is finished, the participants are asked to show their drawings and make their comments and impressions. After sharing the drawing, the rest of the text (section 2) will be read, and then the identity of this BEING will be revealed.</p> <p>StorySection 1: The other day I was returning home, when from the sky came a flying device that I had never seen before in my life and was very different from the ships we use to fly. At first, I stood still while one of its doors opened and from the inside came a gruesome being, with such a grotesque form that made me fear. I didn't know how to react to his presence, but he had no hostile attitude towards me, so I stood still and watched him carefully, noticing how different we both were. The first thing that caught my attention was that it had one more eye than myself. That scared me and then I wondered why? Why would it want to have one more? Wasn't it enough to have the same amount I have? His face also differed as a fleshy lump could be seen inside his mouth. That gave me a lot of disgust. His head was</p>

much more curved than mine. I was surprised that it had one arm less than myself and again I wondered how does it manage with one arm less? Is it possible that even the simplest things became harder to achieve? But then, looking closely, I saw that his hand was bigger than mine, and it had 1 finger more than me. Then I said, of course with one arm less than me, but with one finger more than me, this creature can manage itself pretty well. When it approached me, it began to emit sounds, which I believe must have been its language but still, it was something that I could not distinguish at all. I've never heard anyone wanting to communicate that way before. At the same time, it made movements with his mouth.

The color of its skin was much paler than mine. In my opinion, it seemed that this being was sick, for some strange reason that I do not know which could be, but this color was not at all normal. Another feature that called powerfully my attention was his high stature, as I exceeded twice my body. Luckily I had a digital camera with me, so I took advantage of it and got a picture with this strange creature, so that later people could believe me and not take me for a liar. After this meeting, the creature went back up on it's strange flying ship from which it had come out and lost itself in the sky.

Section 2:

Then, when I showed the photo to my friends, I was told that this strange being, of such strange characteristics was a HUMAN BEING.

PICTURE:

This is the image that should be projected at the end of the section 2 part of the story was told.



When the activity finishes, all the drawings can be gathered and later on hanged on the activity's room so the participants can be reminded every day that differences and realities are subjective and no one is better than the other.

7. Introduction to the use of Storytelling in the frame of Non-Formal Education

The session includes presentations and practical workshops of non-formal education introducing participants to the role of Storytelling as a vehicle of inclusive non-formal education (if needed, a short introduction to NFE can be made at the beginning so that all the participants can better understand the purpose of the activities).

7.1 STORYTELLING AS A VEHICLE OF INTERCULTURAL DIALOGUE

Number of participants:	Any
Duration:	60 minutes
Materials:	Flipchart(s), pens, markers, pencils, paper
Description:	<p>First, the participants work out the theory of storytelling and digital storytelling in Wordcafe form. Afterwards, best practice methods are discussed.</p> <p>The trainer and the participants work together on a storyboard to consolidate the theory they have learned with an example.</p>

7.2 REWRITE A STORY

Number of participants:	10-30
Duration:	90 minutes
Materials:	Sticky notes, pens, paper
Description:	<p>The facilitator distributes 1 piece of paper and 1 pen to each participant.</p> <p>The goal is for participants to write a story of their own and re-write the story of someone else by changing the genre.</p> <p>Step 1: Each participant has to write a personal story; it can be an anecdote, a moment where they faced an obstacle but succeeded etc.</p> <p>Step 2: The facilitator collects all the stories and distributes them again, so that each participant gets the story of someone else. The facilitator then distributes a small sticky note to each participant,</p>

	<p>on which is written a different genre for everyone (Thriller, Comedy, Horror, Sci-Fi etc.)</p> <p>Step 3: Each participant has to re-write the story they received, using the genre they got on the sticky note.</p> <p>RULES AND ADVICE</p> <ul style="list-style-type: none"> • Participants choose the story they want to write knowing it will be heard by the others • The story should not be more than 1 page long • The story should follow the 3-act structure of a story • Participants should write it in a language everyone understands • Participants should write with the best and readable handwriting they can • Participants have to change a few elements from the story so that the genre corresponds • The changes have to be on a few words or elements, but participants should not change everything from the original story • Participants have to keep the core elements of the story in order for it to be recognizable by the author. <p>OUTCOME</p> <p>The participants read out loud the story they developed. The facilitator closes the activity with a debriefing:</p> <ul style="list-style-type: none"> • How was it to re-write the story of someone else? • How was it to listen to your story re-written by someone else? • How was it to adapt a story with a different genre? • How was it to hear your story adapted to a specific genre? • What will you remember from this activity?
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7.3 PARTNER STORIES

Number of participants:	10-30
Duration:	90 minutes
Materials:	Sticky notes, pens, paper
Description:	<p>The participants are divided into pairs. They interview each other about migration, diversity or other experiences they have had. Then they write a short story about what they have heard. The stories are accompanied by photos. Afterwards, these are presented to the other participants and the photos are shown.</p>



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7.4 PROJECT STORIES

Number of participants:	10-30
Duration:	90 minutes
Materials:	Sticky notes, pens, paper
Description:	<p>Participants use the skills they have learned about storytelling to write a short story about the project. They can describe their favorite moment or describe the project itself.</p> <p>Afterwards, the stories are presented to the others and shared on social media if desired.</p>

8. Using Education through Sport to foster inclusion

8.1 OLÉ

Number of participants:	2-20
Duration:	50-60 minutes
Materials:	Thematic decoration (use paper, etc.). Music, Video.
Description:	<ul style="list-style-type: none"> • Show a video with an example of dance steps (e.g.). • Separate the group in two and give each of them an object randomly (later they will need it). • Ask all the participants to make a circle. • Ask first person to invent a dance step. • Ask the following one to repeat the previous step and invent a new one. Continue like this until the last person in the circle repeat all steps. • Ask the group to divide in couples according the object that they received before the start. • Play music. <p>Ask everyone to dance and enjoy.</p> <p>Questions for reflection</p> <ol style="list-style-type: none"> 1. What do you think this activity was about? 2. Did you feel differently involved in dancing in circle and in couples? 3. Did you feel that the partner in your couple was helping you to create the choreography?

8.2 ALIVE CHESS

Number of participants:	2-20
Duration:	50-60 minutes
Materials:	Dodgeball field, 4 tires balls
Description:	Main rules are the same like in a dodgeball: the players are trying to eliminate opponents by targeting/hitting them with the ball. But they

	<p>also take the roles:</p> <ul style="list-style-type: none"> • Queen/King: 1 per team. If it is hit, game ends. • Bishop: 2 per team. They cannot die, but they cannot hit the opponent as well, neither pass the ball to towers. Their role is to protect the Queen/King. • Tower: 1/2 per team; placed in opponents field in a circle (rope, tire). They can't move out of it. They can't "die". • Horse: 1/2 per team. They have to jump on 1 leg (can switch as they need). They have 2 lives. <p>If a player is hit, the player is going to sit on a bench.</p> <p>If someone from their team catches the ball, one person from the bench is resurrected (in order as they "died"). The one who threw the ball "dies".</p> <p>Questions for reflection</p> <ol style="list-style-type: none"> 1. Did you feel included? 2. What did you do to include others? 3. Which role was the most interesting for you.
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8.3 ORIENTATION OLYMPICS

Number of participants:	2-20
Duration:	50-60 minutes
Materials:	6 water balloons per group, 5 eggs per group, 4 balls, 8 papers, 4 pens, 4 sticks
Description:	<p>Prepare 4 papers with tasks for every sport</p> <ol style="list-style-type: none"> 1. task: create the most long line possible from the clothes you have at yourself. 2. task: find a person who lives in the Germany and make an action or interview them. 3. task: turn around a stick 10 times and run after the ball and then back. 4. task: make a pyramid from the team-members. One of the team-members is standing cca 5 m from the pyramid and throwing eggs and water balloons. Pyramid is trying to catch as many of them as possible. <p>Put one organizer on every spot and let them to prepare the spots.</p>

	<p>Instruction</p> <ul style="list-style-type: none"> • Create teams • Explain that this competition is about playing, not winning. • Pass them paper with a first task. • When the task is over, send them to the next station. <p>Notes for organisers</p> <p>Before starting the last assignment, wait for all teams to arrive.</p> <p>Questions for reflection</p> <ol style="list-style-type: none"> 1. How did you feel in your team? 2. Which part did you enjoyed the most? 3. Did you try to compete?
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8.4 DUTCHBALL

Number of participants:	2-20
Duration:	50-60 minutes
Materials:	2 soft balls, ropes to create field (if necessary), whistle
Description:	<p>Game Rules:</p> <ul style="list-style-type: none"> • 2 teams • Field divided in 4 areas : Team A field, Team B field, Team A cemetery, Team B cemetery. • Team will win when sending all other team's member to the cemetery. • Player is out if: <ul style="list-style-type: none"> - They throw a ball that is caught by the other team. - they get hit by a ball thrown by the other team. (If the ball does bounce off an opposing player and is then caught the thrower will then be out. This is true even if a different player catches the ball. However if the ball bounces off another ball, the ball is "dead".). <p>Players may use the ball to block; however, if the ball is knocked out of their hand while blocking, they will be out.</p>

	<ul style="list-style-type: none"> - They hit another player above the shoulders. - They cross the center line. • Player is not out if: <ul style="list-style-type: none"> - Their ball is caught off the wall or ceiling. - They get hit below the shoulders. • You can go out from the cemetery by hitting a member of the other team. <p>Activity:</p> <ul style="list-style-type: none"> • Play Dodgeball for 10 minutes. After this time, ask both teams to go back to their field and close their eyes. • Post on them labels about race, color, sex, language or country, religion, political opinion, social origin, property... as mentioned on the article 2 of the UDHR • Continue with the game. Game should not be affected by these changes. <p>Questions for reflection</p> <ol style="list-style-type: none"> 1. What happened when labels were post on you? 2. How did labels affect you? 3. How could you relate this with society and sports? <p>Show the article 2 of UDHR and discuss it</p>
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8.5 FLOOR IS LAVA

Number of participants:	2-20
Duration:	50-60 minutes
Materials:	2 ropes papers (according players), whistle
Description:	<p>Instruction</p> <ul style="list-style-type: none"> • Team has to cross the river of lava (field). If they touch the lava, they loose the body part. They can only step on stones (papers). They have 2 less stones than players. • No talking allowed. In the middle of the game, change the rule: they can talk only in their mother tongue but no body language. • Stones cannot be moved once they are placed on the river. • Stones disappear if no one is stepping on them. • Time to cross the river of lava is 20 minutes.

	<p>Questions for reflection</p> <ol style="list-style-type: none"> 1. How did you feel during the game? 2. Did you have any strategy? 3. If you do it again, what would you change?
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8.6 SPORT EXCLUSION

Number of participants:	2-20
Duration:	50-60 minutes
Materials:	N/A
Description:	<p>Instruction</p> <ul style="list-style-type: none"> • create 2 teams • first team improvise a situation when one is excluded from sport activity because of his clothes, body, social status, race, religion, etc. they play a scene and stop it in a certain moment • Second team enter the situation and find out how to include the person who is excluded. <p>Questions for reflection</p> <ol style="list-style-type: none"> 1. How did you feel about the situation? 2. Would your solution work in a real life? 3. Do you have idea for other solutions?

8.7 CHAIR

Number of participants:	2-20
Duration:	50-60 minutes
Materials:	Chairs (one per person), Speakers, Computer, Two A3 paper sheets (or bigger), Stickers or paper tape. Markers (one or more per participant)
Description:	<p>Preparation</p> <p>Prepare two A3 (or bigger) paper sheets. In one of the papers will say</p>

“Competition” and in the other “Cooperation”.

Then write, in two stickers, large enough for the titles in the A3 papers, “Game A” and “Game B”.

Stick “Game A” covering “Competition” and “Game B” covering “Cooperation” Instruction

Energizer

- Put (number of participants) chairs, making a circle, one behind the other, seats facing the back of the next chair.
- Everyone chooses a chair and rotate it, so the two front legs of the chair are on the air.
- The facilitator will count to 3, and then everybody has to move to the next table, without dropping the chair. If some one drops the chair, it will be out of the game, taking his/ her/their chair away with him/her/them.
- Every time the speed will increase, so the facilitator will count up to 3 faster.
- Finish the game after 5 minutes of play

Game A: competitive chair game

- Put (number of participants minus one) chairs, making a circle seat facing outside it.
- Everybody rounds the chair circle. Then the music starts to play. • When the music stops, everybody has to run for a seat. No one can be on their feet, so the one who doesn't have a seat, stays out of the game.
- The facilitator takes away one of the chairs of the circle. And the music starts again...
- Repeat until there is a winner. Facilitator can add difficulties, as taking away two chairs at the same time or making it fast or slow.

Game B: cooperative chair game

- Put (number of participants minus one) chairs, making a circle seats facing outside it.
- Everybody rounds the chair circle. Then the music starts to play.
- When the music stops, everybody has to run for a seat. No one can be on their feet, but in this game there won't be winners or losers: people have to share chairs in order to continue the game. • The facilitator takes away one of the chairs. At the beginning it will be easy, but as the game continues, more and more people will have to share less and space. They will have to be creative!
- And the music starts again... Repeat until there is only one chair left.

	<p>Questions for reflection</p> <ol style="list-style-type: none"> 1. Where did you feel more comfortable, in the first game, or in the second one? 2. Which of the games was more difficult for you? Why? 3. If this game was real life, where you don't know most of the people... Would you play it in the same way you did? Why?
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8.8 ELEPHANT TAG

Number of participants:	2-20
Duration:	The activity can also be used as an energizer. Duration can be adapted.
Materials:	N/A
Description:	This works best played in a large, open area. Pick three "elephants". These are the taggers. They have to hold their right ear with their left arm, and then rest their right arm on the inside of their left elbow. Their arm is their "trunk". They must chase everyone else and attempt to tag them. When the children are tagged, they also become elephants and have to chase everyone else. Continue until everyone is an elephant.

8.9 VOLLEYBALL WITH HUMAN NET

Number of participants:	2-20
Duration:	The activity can also be used as an energizer. Duration can be adapted.
Materials:	Volley ball
Description:	Play this game with the same rules as volleyball except with 3 teams. Have 2 teams play against one another while the third team acts as the net. The "net" team can play a big part in this game as they give a good twist to an old game. The "net" can take one step in any direction (only one step) to hit the ball. The "net" can change direction of play at any time.

8.10 PILLOW BASKET

Number of participants:	2-20
Duration:	The activity can also be used as an energizer. Duration can be adapted.
Materials:	Pillows, timer, ball
Description:	<p>Split your group into teams A and B. With each team having an equal amount of girls and guys. The guys from team A take the court first. All they have to do is make as many points as possible - lay-ups, jumpers, three-pointers are all allowed.</p> <p>The girls from team B are to take the court armed with pillows. Their job is to do their best to make the guys miss, by beating the shot out of them with the pillows. They can hit the ball away, or just haul off and hit the fellas as they are shooting.</p> <p>After 2-3 minutes have the teams switch, team B's boys go on the court to shoot while team A's girls get the pillows. The time limit of 2-3 minutes is best.</p>

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THE COSMIC MANUAL



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