



Home Away  
From Home

---

# Home Away From Home

An online resource  
for communities, trainers,  
and youth workers  
in Europe

Identify, innovate and generate  
actions for integration of refugees,  
asylum seekers and migrants,  
where youth is playing a major  
role.



# Imprint

2019 © Home Away From Home: project in the frame of the European Programme Erasmus+ Youth.  
Grant number 2016-3-HR01-KA205-034797

## AUTHORS

Anne Peeters in cooperation with Elisabeth Hanzl, Marie-Sophie Löhlein and Alexandra Georgiou

## EDITOR

Ana Roksandić, Centre for Peace, Nonviolence and Human Rights - Osijek

## WEBSITE

www.hafh.eu

## CONTACT

Anne Peeters, peetersanne1@gmail.com,  
Ana Roksandić, ana@centar-za-mir.hr

## DISCLAIMER

The content of this publication does not reflect the official opinion of the European Union. Responsibility for the information and views set out in this website lies entirely with the authors.

# Table of Contents

Imprint	2
Table of contents	3
Introduction	5
Methodology	6
A unique formula	6
Already existing training materials	7
Blended learning	8
Pre-training	8
On-site training	8
After the training	11
Programme	12
A seven-day training programme: Outlines	15
Before the training: Online introduction	16
<b>DAY ONE</b> Getting to know each other and the project	20
<b>DAY TWO</b> What are we talking about?	32
<b>DAY THREE</b> What do we face?	44
<b>DAY FOUR</b> My work in the local community	48
<b>DAY FIVE</b> What can we learn from each other?	54
<b>DAY SIX</b> Action planning	58
<b>DAY SEVEN</b> Feedback, evaluation, and transfer	62
Conclusion	66
Recommendations for a training like this	67
Project partners	68



## Introduction

The Home Away From Home project aimed to contribute to a better integration of refugees, asylum seekers and migrants (further referred to as r/as/m) in Europe through the promotion of innovative youth actions, but also through empowering young volunteers and professionals.

The project consisted of three major parts:

- documentation of inspirational practices of innovative community integration approaches initiated by youth or in which youth plays a major role;
- pilot training to raise the capacities of young volunteers and professionals for supporting the integration of r/as/m;
- project outcomes dissemination in order to inspire more youngsters.

The 7-day pilot training was designed for 25 young people from 5 EU countries. It was a place where they exchanged their experiences in the field of working with migrants, refugees and asylum seekers and learned about European inspirational practices.

The aim of the training was to equip youth with both knowledge and skills which would further empower them to work proactively in their communities on integration issues and would foster the creation of local and national networks across Europe. Furthermore, it provided opportunities for the participants from several European countries to learn about positive examples of the integration of r/as/m at a local level. Finally, the participants got a lot of opportunities for networking.

This online resource manual is a compilation of the different modules that have been tested and evaluated by the participants during the pilot training. Its aim is to support youth workers, trainers and communities across Europe to help youngsters to identify, innovate and generate actions for integration of refugees, asylum seekers and migrants.

We wish you good luck with the modules written below. Don't hesitate to get back to us with feedback, questions and input.

All the best,  
Anne, project member and training coordinator

# Methodology

The hereafter presented training is designed in the framework of non-formal education and intercultural learning and considered practical and interactive, as well as action-oriented. It is a combination of exercises, examples, discussions, presentations and specific tasks, such as developing plans for the participants' future work on community mobilisation and networking with their peers from around Europe through blended mobility activities. The case studies and theory about values, principles, benefits of community work and work on integration, gathered during the research phase of the Home Away From Home project, serves as an extra input.

The whole set-up of the pilot training is well-thought and composed programme that cannot be copied easily. It is based on specific questions and expectations of our participants and on the objectives of our project. All this gave an input to the training flow. This also explains that different sessions build upon the

(achievements of) the previous ones. Take this into account when you decide to pick out just one session.

## A UNIQUE FORMULA

This training is based on the research on best practices and hence meets the needs of young people who often lack good and sound examples of measures that can be undertaken to increase the effectivity of their work regarding the integration of asylum seekers, refugees and migrants. Through the blended mobility activities and the study visits, the training is fine-tuned to the local needs and problems.

This training is, in other words, a unique combination of learning opportunities - that derives from the findings of the research and existing knowledge and practices of participating organisations about migration, political situation and grassroots work - and a development of skills for direct community work and social networking.

Research and the development of this training are walking hand in hand. The researchers involved some questions concerning training in the desk research and in their interviews with the different organisations. This information fed the construction of the programme flow (for more information about the research part, see <http://hafh.eu>).

When checking the training framework and the session outlines, one will notice that the researchers got space, both formal and informal, to interact with the participants. They attended the sessions and made notes from a researchers point of view. Every morning started with some feedback from the research team, based on their findings of the day before. This made their work more visible for the participants. Finally, they got some time slots in which they could conduct interviews and focus groups. So when setting up a seven day training like described below, one will have extra space to tackle more topics, themes and methods.

## ALREADY EXISTING TRAINING MATERIALS

A broad exploration of already existing training materials, grouped by their characteristics, such as:

- non-formal & formal learning,
- topics,
- target group,

can be found on our platform

<http://hafh.eu/useful-resources>.



## — BLENDED LEARNING

The training consists of three big parts: pre-training phase as a preparation, onsite training with a seven-days programme and an evaluation, the dissemination, and the multiplier phase.



### PRE TRAINING

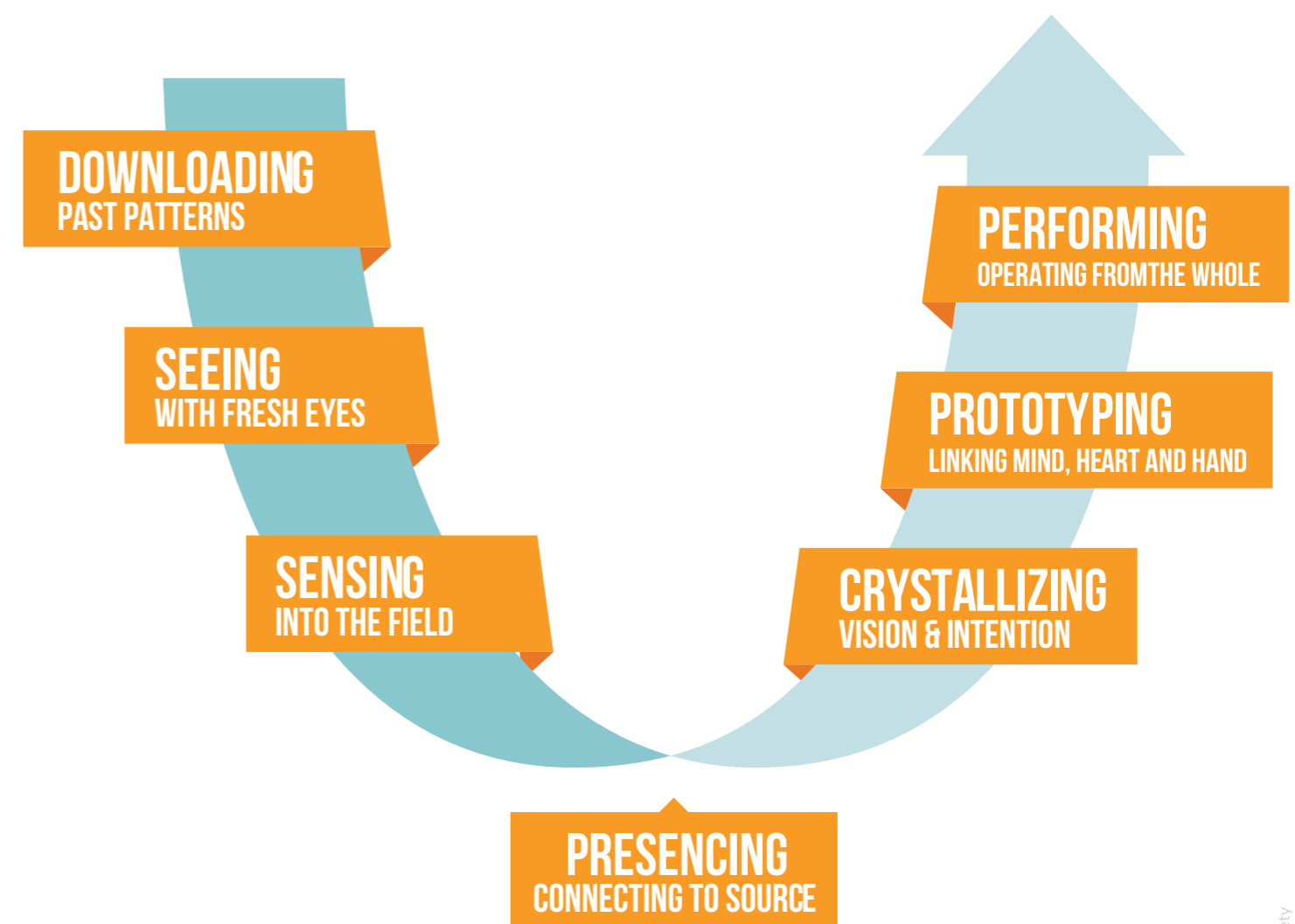
A pre(p)-phase takes place in each country, to prepare for the on-site training. This consists of:

- an online or live meeting with the selected participants in order for them to get to know each other
- get to know the project
- a group work per country, where each country group
  - learns more about their own country/regional/local context
  - prepares a small presentation about their country context to present on the on-site training
- a getting to know each other across the different countries by setting up a virtual space for them.

### ON SITE TRAINING

The on-site training is a seven-day training. See further for the description of different sessions and methods.

### THE U PROCESS



### PROGRAMME FLOW

The whole programme follows the idea behind “theory U” of Otto Scharmer. This means that the first part is used for downloading a lot of information, getting in touch with the topic, exploring a lot of things but also bumping into a lot of uncertainties and ending the day with many more questions that one started with. This can cause a lot of frustration among the group. The frustration is a good thing because it triggers participants not to take everything for granted. It challenges them to dig deeper, look further and maybe redefine their expectations, needs and questions they initially came with. It helps them to understand that their learning is in their hands as well and that it is their responsibility to take the chance offered to them.

## A GENERAL STRUCTURE OF THE DAY

While the sessions contain different topics and methods, the overall structure of the day is as follows:

### Input teams

- During day one, session three, a space for mutual learning experiences is set up where participants can sign up for different tasks and teams. These groups also get the space to give their input at the start of the day.

### Overview of the day

- Start with a flashback to the previous day and an overview of the current day before taking off with the first session. This gives a bigger insight in what to expect and helps to keep track of the overall flow.

### Reflection groups

- Every day, before closing the day, invite the participants to take part in their reflection groups (set up during the first day). It is strongly recommended that you create separate reflection groups for the participants, researchers and the trainers.
- In order to create a safe space where the participants can speak freely, the team members shouldn't mix with the participants. Instead, they should have their own reflection group.



## AFTER THE TRAINING

In order to further exchange knowledge, experiences and support among the participants, it is recommended to encourage participants to come up with different virtual communication channels like a closed Facebook group, a Slack channel, Asana, a Google Drive folder, etc. They can easily be used to share information about the migrant situation in their countries and/or possibilities for cooperation on joint projects.

### Evaluation & reflection

Some time after the training, you can ask the participants to fill in a questionnaire where they reflect on their learning experience and indicate how they applied what they learned in their daily life and/or (volunteer) work. In this way you can assess what long-term impact the training had on them.



# Programme

Time	Session	Prep and Arrival	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8				
	Breakfast													
90 min.	1	Arrivals	Welcome & Introduction	Diving into the topic	Which challenges do we face?	Mapping and analysis of my local environment/ community	Research interviews – Open space	One stop shops: practical tools for actions	Feedback research	Departures				
15 min.	Break													
90 min.	2		Expectations	Input on terms and concepts	Which challenges do we face?	Guided journaling	Open space	Action planning	Events					
	Lunch													
90 min.	3	Arrivals	Trainers prep on site	Creating a space for mutual learning experiences	Situations in our own countries context	Good practices and success stories	Free afternoon + evening	Open space	Action planning		Evaluation and transfer			
30 min.	Break													
90 min.	4			Info about your project, E+, youth pass Explanation of reflection groups	Situation in our own countries context	Good practices and success stories		Open space – Wrap-up	Action planning – Feedback		Feedback and closing			
30 min.	5			Reflection groups	Reflection groups	Reflection groups		Reflection groups	Reflection groups		Reflection groups	Space for relaxation & packing		
	Dinner													
	Free Time			Organisation fair					Closing evening					



---

# A seven-day training programme: outlines





# Before the training: Online introduction

## Pre-Phase: Online Introduction

<b>Duration</b>	<ul style="list-style-type: none"> <li>60-90 min. skype/live meeting</li> <li>Prep. time to be defined by the participants themselves</li> </ul>	
<b>Team</b>	Each country has a trainer. That trainer arranges a skype meeting with the participants of their own country. The training coordinator takes part in the introduction part of all the meetings.	
<b>Objectives</b>	<p>The participants</p> <ul style="list-style-type: none"> <li>get to know each other,</li> <li>get to know the project,</li> <li>understand the purpose and different parts of the "pre-phase".</li> </ul>	
<b>Method / session description</b>		<b>Skype/live meeting</b>
		Each project partner has a meeting with their participants, guided by the following agenda:
	2 min.	1. Short introduction by the training coordinator
	2 min.	2. Short introduction by the trainer of the respective country

	16 min.	<p>3. Getting to know each other; each participant presents themselves</p> <ul style="list-style-type: none"> <li>who are you,</li> <li>what are you currently doing,</li> <li>why did you apply for this training.</li> </ul>
	20 min.	<p>4. Introduce them to your project / initiative</p> <ul style="list-style-type: none"> <li>what is this project about,</li> <li>different phases of the project,</li> <li>different roles in the project</li> </ul>
	15 min.	<p>5. Explanation of the three assignments of the pre-phase</p> <ul style="list-style-type: none"> <li>introduce yourself as part of a bigger international group of participants,</li> <li>present your own local/national situation.</li> <li>bring some interesting information about your (volunteer) work for our organisation fair: <ul style="list-style-type: none"> <li>info, brochures, leaflets, booklets, posters, flyers, materials, publications or games from your organisation,</li> <li>Do you have something that you want to share? Or something that you want to teach others about? In that case, take the space and bring what you need for this.</li> <li>Can be anything: theatre session, method, movie, dance, book, interesting topics for discussions, etc.</li> </ul> </li> </ul>
	5 min.	6. Call to give suggestions for the on-site training programme.
		<p>7. Practical information about:</p> <ul style="list-style-type: none"> <li>booking travel tickets,</li> <li>insurance,</li> <li>reimbursement,</li> <li>food and allergies,</li> <li>other.</li> </ul>
	No timing, on the pace of the participants, but before the training starts	<p>Getting to know each other across the countries</p> <p>Training coordinator creates a common Google document for each participant to present themselves and find common interests with the other participants.</p> <p>Present your own local/national situation with your team</p> <p>During the on-site training we provide some space for each country to "present" their own local/national situation (20 minutes/country).</p>

		<p>Suggested topics are:</p> <ul style="list-style-type: none"> <li>• asylum context of the country,</li> <li>• legal framework in terms of migration of the country,</li> <li>• policy trends,</li> <li>• examples of a good practices,</li> <li>• any other theme in the field of migration.</li> </ul>
		<p>There are no restrictions concerning the presentation; it can be oral, Powerpoint, poster, theatre, etc. - everything is acceptable. It's not a competition and there is no evaluation. The main purpose for this group work is to give the other participants context of migration and integration of the presenting country, so that everyone can get a common ground of what is happening in each country.</p>
<b>Materials / Space needed</b>	<p>A location with wifi or a meeting room</p>	<ul style="list-style-type: none"> <li>• Internet connection</li> <li>• Skype</li> <li>• Google Drive Folder</li> </ul>
<b>Preparation and resources</b>	<ul style="list-style-type: none"> <li>• Invite participants to participate in a Doodle to set a date for the skype meeting (ideally 2 months before start of the training)</li> <li>• Invite participants in a Google Drive folder where <ul style="list-style-type: none"> <li>▫ the prep-phase is explained;</li> <li>▫ the document for the getting to know each other across the countries is set-up.</li> </ul> </li> </ul>	
<b>Reasoning behind, comments and extra suggestions</b>	<p>This pre-phase helps the participants from each country to get to know themselves better and to gain a better insight in their country situation. The online getting to know document is frequently used by the participants to get to know each other a bit better before the initial on-site training starts. This ice-breaker causes some easy-talk-conversations while they meet each other for the first time during the training itself, like "Oh yes, you were the one that ... I love that" or "Oh, I read that you are currently doing ... , I'd love to hear more about that" or "Oh, you like running as well, shall we go on some early morning runs?"</p> <p>Suggestion: Use these introductions during the training, as well. E.g: print them all in a small "social media" format and hang them on the walls of the training room before participants arrive so they can comment, post and share.</p>	



# Day One

## Getting To Know Each Other And The Project

### Welcome and Introduction

<b>Duration</b>	90 min.	
<b>Team</b>	1 person facilitates the session, while the other team members participate	
<b>Objectives</b>	<p>The participants</p> <ul style="list-style-type: none"> <li>• feel welcome at the training venue,</li> <li>• get to know the present project team and their organisations,</li> <li>• understand the different roles of the project team members,</li> <li>• get to know each other better,</li> <li>• find their place in the group,</li> <li>• understand the time frame and the programme of today,</li> <li>• agree on some practical arrangements regarding the venue.</li> </ul>	
<b>Method / session description</b>	5 min.	Hello & Welcome
	10 min.	Short introduction of the project team members and their roles
	30 min.	Name round (the story of my name) with everybody
	3 x 10 min. = 30 min.	Mini-Introduction Rounds (find something that you have in common, in groups of 3)  Time frame and programme of today (the full programme will be part of the 4th session, in the afternoon)
	5 min.	Practical messages/agreements for hotel and other information about the venue.
	10 min.	Open questions

<b>Materials / space needed</b>	All chairs in a circle (so that we can all see each other)	<ul style="list-style-type: none"> <li>• Flipchart,</li> <li>• Markers,</li> <li>• Name tags.</li> </ul>
<b>Preparation and resources</b>	<p>Flip: important information (house rules, keys, breakfast time, etc.) [if needed, to be referred to]          Flip: Welcome to the training course          Flip: Today's programme (what can we expect in the next couple of hours)</p>	
<b>Reasoning behind, comments and extra suggestions</b>	<p>The introduction round takes a lot of time and energy, especially if done in a big group. At the other side, the „story of my name“ is interesting to know a little more background about the participants.</p> <p><b>Suggestion:</b></p> <ul style="list-style-type: none"> <li>• Use this as a question in the „prep phase“ – getting to know each other.</li> </ul> <p><b>Alternatives:</b></p> <ul style="list-style-type: none"> <li>• Small <b>name game</b> (small group of 4, throw the ball to someone of your group while calling the name, then put two groups together and do the same)</li> <li>• Provide a name tag for each person. Let all off the participants take one nametag and let them find that particular person. Once they found the person they exchange something “the others should know”. After everyone is done, form a big circle and let each one <b>introduce</b> the one of the name tag while giving the name tag to that person.</li> <li>• Look for <b>something you have in common</b> (or the domino game, though this might take a lot of time as well)</li> <li>• The <b>sociometric constellation</b>. It quickly gives a broader view on who is in the room and is related to our main topic. Questions are             <ul style="list-style-type: none"> <li>▫ According to European Map: Where did you travel from today?</li> <li>▫ Exchange with your neighbour your first experiences within Youth Participation.</li> <li>▫ Build a line according to your actual years of experience/activity with the topic of the training course - one side of the line represents no or little experience, while the other side represent a lot of experience.</li> <li>▫ Form small groups with people you share “target groups” with.</li> <li>▫ Divide into four corners whether you work at local - regional - national - European level.</li> </ul> </li> </ul> <p>Other suggestion: expand the getting to know each other to 2 hours.</p>	

## Expectations

<b>Duration</b>	90 min.	
<b>Team</b>	1 person facilitates the process and manages the time The other team members facilitate/explain the different corners in part 2	
<b>Objectives</b>	<p>The participants</p> <ul style="list-style-type: none"> <li>express their expectations towards themselves, each other, the group, the programme and the trainers.</li> </ul> <p>The trainers</p> <ul style="list-style-type: none"> <li>can continuously align the programme accordingly;</li> <li>can encourage a feeling of participation and solidarity and reduce potential hostility or fear.</li> </ul>	
<b>Method / session description</b>	20 min.	<b>Who am I - pathway to the training venue</b> Participants draw the road from the day they were born to the first day of this training by highlighting valuable points and experiences that are worth sharing. They then get some time to share (per two).
	50 min. (10 min. for each corner)	<b>Expectations - 5 corners – carousel</b> Group division into 5 groups of 5. Each of the corners is facilitated by one of the trainers/team members. After 10 min. all groups go to the next corner.
		<b>Contributions: What did you bring in your backpack?</b> Each participant is bringing some special experience, certain set of skills and aptitudes (thematic, methodologies, leisure time). They can take their time and write it down on post it-notes to be put in the luggage (wall decoration).

		<b>Where do I stand: scatter of competences.</b> Scatter of competences: Participants place a dot according to their „starting position“ for the different topics: <ul style="list-style-type: none"> <li>knowledge of Erasmus+</li> <li>working in intercultural teams and cultural diversity</li> <li>understanding the concepts and terms concerning migration</li> <li>chances and barriers of successful integration approaches at community level</li> <li>project management</li> <li>networking</li> </ul>
		<b>What do you expect from yourself?</b> The participants all get a notebook and some time to do some self-reflection as an answer to the question “What do you expect from yourself? Formulate 3 learning goals you want to achieve during this week.”
		<b>Tree of Expectations: What do you expect from the training (programme) and from the trainers?</b> What do you expect of this training week? Give participants time to think about it and write their expectations on the tree and share with the group. If they think of more expectations, encourage them to add them to the tree, in another color.
		<b>Our group</b> What do you expect from the group? All input shared on one list.
	10 min.	Feedback from the different corners with focus on: <ul style="list-style-type: none"> <li>Tree of expectations</li> <li>Group expectations <ul style="list-style-type: none"> <li>We compile a final list of group agreements</li> </ul> </li> </ul>
<b>Materials / space needed</b>	Part 1: big open space where participants can sit wherever they want	<b>Who am I</b> <ul style="list-style-type: none"> <li>Paper - or a big role of paper</li> <li>Colored pencils &amp; markers</li> </ul>

	Part 2: 5 corners each set up accordingly	<b>Expectations</b> <ul style="list-style-type: none"> <li>• Paper with titles “What do I expect from myself”, “Contributions”, “Our group”, “Scatter of competences”, “Expectations” to indicate the 5 different corners</li> <li>• Post- its</li> <li>• Paper tape</li> <li>• Flipcharts</li> <li>• Pens</li> <li>• Luggage</li> </ul>
<b>Preparation and resources</b>	Set up each corner <ul style="list-style-type: none"> <li>• Contributions: explanation of corner, luggage, post-its &amp; pens, paper tape</li> <li>• Competences: explanation of corner, flipchart with the chart</li> <li>• Self-reflection: explanation of corner, notebooks, pens</li> <li>• Expectations: explanation of corner, flipchart with the tree, markers</li> <li>• Group: explanation of the corner, empty flipchart, markers</li> </ul>	
<b>Reasoning behind, comments and extra suggestions</b>	It can be useful to 1) provide more time for „ <b>Pathway to the training venue</b> “ and 2) refer to it later to link it to other findings, experiences and thoughts during the training. <p><b>Backpack:</b> be open for any input, from content related topics to being a master in origami. This backpack exercise gives a lot of common ground and space for learning from each other in a more informal setting and helps networking based on their own interest and needs.</p> <p>It’s better to immediately provide a space (on a wall or a flip chart) where the participants can group their input according to the similarity of themes instead of all putting them together in one suitcase.</p> <p><b>Scatter of competences:</b> The purpose is to let them do the same exercise at the end of the training course to check and discuss the differences.</p> <p>Alternative:</p> <ul style="list-style-type: none"> <li>• Barometer of competences - Participants could think about the learning goals of the training and their “starting position” and place a small “post-it” with their name along the line for the next topics. During the training, they can replace their post-it’s along the line.</li> <li>• Difference between them is that the ‘scatter of competences’ might avoid ‘social desirable answers’ and can create a safe space because participants don’t have to put their names.</li> </ul>	

	<b>Tree of expectations:</b> The tree of expectations has a double purpose. At one side, the trainers can adjust their training programme to the expectations. But, at the other side, the trainers can also tackle expectations that are totally out of the programme right from the beginning in order to avoid frustration along the road.
	<b>Group expectations:</b> The list of final agreements with the whole group is important to set a common and safe ground for the next days. It sets an atmosphere of supporting each other, of being empathetic. A training like this can sometimes tackle quite sensitive topics that require openness and respect towards each other. It’s also harder to break rules that they set up themselves. List of expectations can also serve as a reminder to participants about the agreements made in the beginning.
	Alternative: <ul style="list-style-type: none"> <li>• Ask the question “<i>What would make this training a huge disaster?</i>”. Let them sum up everything that pops up in their mind and write the list on a flip chart. Leave some space, but don’t explain the space yet.</li> <li>• Ask the question “<i>How can we turn this into a success? What do we need/ expect from each other to turn this to a success?</i>”</li> </ul>

## Creating space for mutual learning experiences

<b>Duration</b>	90 min.	
<b>Team</b>	One person facilitates the session. Team Harvesting and team Open Space will be supported by a trainer/facilitator, while the other teams are self-directed.	
<b>Objectives</b>	<p>The participants</p> <ul style="list-style-type: none"> <li>• understand the overall programme flow of the training;</li> <li>• understand the relation between research and training;</li> <li>• “own” the training by getting a space to develop their own learning experience according to their own wishes and needs.</li> </ul>	
	30 min.	Presentation of the programme flow + room for questions
	15 min.	<p>Ownership of the training course &gt; explanation of the tasks and roles:</p> <ul style="list-style-type: none"> <li>• team Harvesting (throughout the whole training, with a trainer)</li> <li>• team Socializing (voluntarily evening programme/offers/free afternoon activities throughout the whole training)</li> <li>• team Social media representation (with communication team member, throughout the whole training)</li> <li>• team Open Space (with a trainer)</li> <li>• teams Space &amp; Beauty Mon-Tue, Wed-Thur, Friday-Saturday, Sunday (responsible for cleaning, preparation and decoration)</li> </ul>
		Participants can choose which team(s) they want to contribute to by putting their name on the flipchart with the according group. We aim to have a maximum of 4 – 5 pax per group.
	10 min.	The teams/groups have time to have a quick “stand-up-meeting” with the following tasks
	20 min.	<ul style="list-style-type: none"> <li>• form the group</li> <li>• have a first quick brainstorm</li> <li>• set up a meeting point</li> </ul>
	15 min.	Small round-up in group where they can share their first announcements if they want to.

<b>Materials / space needed</b>	All chairs in a circle (so we can see each other)	<ul style="list-style-type: none"> <li>• Overview of the programme flow</li> <li>• Flip with the different groups</li> <li>• Markers</li> </ul>
<b>Preparation and resources</b>	<p>Flip: programme flow</p> <p>Flip: chart with the different groups</p> <p>Printed handouts for two teams</p> <ul style="list-style-type: none"> <li>• What is harvesting? <ul style="list-style-type: none"> <li>▫ <a href="https://bit.ly/2zKfv8e">https://bit.ly/2zKfv8e</a></li> <li>▫ <a href="https://bit.ly/2K3F5Lg">https://bit.ly/2K3F5Lg</a></li> </ul> </li> <li>• Information about Open Space <ul style="list-style-type: none"> <li>▫ See session outline day 5 “What can we learn from each other?”</li> </ul> </li> </ul>	
<b>Reasoning behind, comments and extra suggestions</b>	<ul style="list-style-type: none"> <li>• In this way the participants can contribute and co-own the training process according their own interests.</li> </ul>	



## Information about your project/initiative, Erasmus+ and Youth Pass

<b>Duration</b>	60 min.	
<b>Team</b>	1 person facilitates	
<b>Objectives</b>	<p>The participants</p> <ul style="list-style-type: none"> <li>understand the broader context: Erasmus+, Youth in Action, youth pass;</li> <li>get a more thorough insight in the project/initiative.</li> </ul>	
<b>Method / Session Description:</b>	40 min.	<p><b>Your project/initiative</b></p> <ul style="list-style-type: none"> <li>Overall Aim</li> <li>Participating countries</li> <li>Timeframe</li> <li>Different elements</li> </ul>
	10 min.	<p><b>Erasmus +</b></p> <p>A general explanation of Erasmus+ (based on info in resource 1) in case your project is funded by Erasmus+. Followed by a video (video 1, 2:36) of Youth in Action.</p> <p>To be wrapped up with a flipchart drawing based on „Erasmus plus in detail“ (pp. 46-53) (resource 2)</p>
	10 min.	<p><b>Youth Pass</b></p> <p>Explanation what Youth Pass is, based on their website „About Youth pass“ (Resource 3).</p> <p>A video to explain „Youth Pass“ and it's 8 key-competences (video 2).</p> <ol style="list-style-type: none"> <li>1. Communication in mother tongue</li> <li>2. Communication in foreign language</li> <li>3. Mathematical competence &amp; basic competences in science and technology</li> <li>4. Digital competence</li> <li>5. Learning to learn</li> <li>6. Social and civic competences</li> <li>7. Sense of initiative and entrepreneurship</li> <li>8. Cultural awareness and expression</li> </ol>

<b>Materials / space needed</b>	<p>Circle/lines: everyone should be able to see screen</p> <ul style="list-style-type: none"> <li>Wifi-connection</li> <li>Screen</li> <li>Laptop</li> <li>Short movies Erasmus+, YIA, Youth Pass</li> <li>Website Youth Pass: <a href="https://www.youthpass.eu/en/">https://www.youthpass.eu/en/</a></li> </ul>
<b>Preparation and resources</b>	<p>Resource 1: <a href="http://ec.europa.eu/programmes/erasmus-plus/">http://ec.europa.eu/programmes/erasmus-plus/</a></p> <p>Resource 2: <a href="https://ec.europa.eu/programmes/erasmus-plus/sites/erasmusplus/files/erasmus-plus-in-detail_en.pdf">https://ec.europa.eu/programmes/erasmus-plus/sites/erasmusplus/files/erasmus-plus-in-detail_en.pdf</a></p> <p>Resource 3: <a href="https://www.youthpass.eu/en/about-youthpass/about/">https://www.youthpass.eu/en/about-youthpass/about/</a></p> <p>Video 1: <a href="https://www.youtube.com/watch?v=TvondHqhKXM">https://www.youtube.com/watch?v=TvondHqhKXM</a></p> <p>Video 2: <a href="https://www.youtube.com/watch?time_continue=181&amp;v=3hHe95Zy5CY">https://www.youtube.com/watch?time_continue=181&amp;v=3hHe95Zy5CY</a></p> <p>Flip: Erasmus+</p> <p>Flip: Youth Pass</p> <p>-----</p> <p>Additional video: Feature of E+ Youth in Action projects (5:17) <a href="https://www.youtube.com/watch?v=52NezOh2-7o">https://www.youtube.com/watch?v=52NezOh2-7o</a></p>
<b>Reasoning behind, comments and extra suggestions</b>	<p>If you are involving research in the training, it's important to thoroughly explain the ethics and the informed consent. It can create a lot of questions and sometimes even worries, but taking the time to tackle the issues is fruitful for the rest of the training week. It helps participants to understand the reasons behind, which motivates them to actively participate in interviews or focus groups and to cooperate with the researchers in the course of the week.</p>



## Reflection groups

<b>Duration</b>	30 min. every day (except day 4 – free afternoon)	
<b>Team</b>	1 person facilitates	
<b>Objectives</b>	<p>The participants</p> <ul style="list-style-type: none"> <li>• understand the purpose of the reflection groups,</li> <li>• group themselves in different reflection groups.</li> </ul>	
<b>Method / session description</b>	5 min.	<p>Explanation of the idea behind the reflection group</p> <ul style="list-style-type: none"> <li>• give them the space to reflect about the past day,</li> <li>• follow up with own learning goals,</li> <li>• share thoughts, questions,</li> <li>• trainers team shouldn't mingle with the participants in order to create a safe space where they can express themselves freely.</li> </ul>
	5 min.	<p>Group division, let them choose themselves, but taking in consideration following "requirements":</p> <ul style="list-style-type: none"> <li>• 5 groups of 5 participants;</li> <li>• working language = English;</li> <li>• good mix of countries;</li> <li>• people who doesn't know each other;</li> <li>• the reflection group stays the same during the week.</li> </ul>
<b>Materials / space needed</b>	Nothing special	Materials / space needed
<b>Preparation and resources</b>	<p>Prepare some questions to guide them through the reflection group, like</p> <ul style="list-style-type: none"> <li>• How do you feel in the group?</li> <li>• How are you?</li> <li>• How was your day?</li> <li>• What did you take out of the today programme that you want to explore further tomorrow?</li> </ul>	
<b>Reasoning behind, comments and extra suggestions</b>	<p>The openness of the reflection group (without someone from the team participating) creates a certain safe space, which helps the participants to share whatever they want.</p>	

### Reasoning behind, comments and extra suggestions

#### Suggestion:

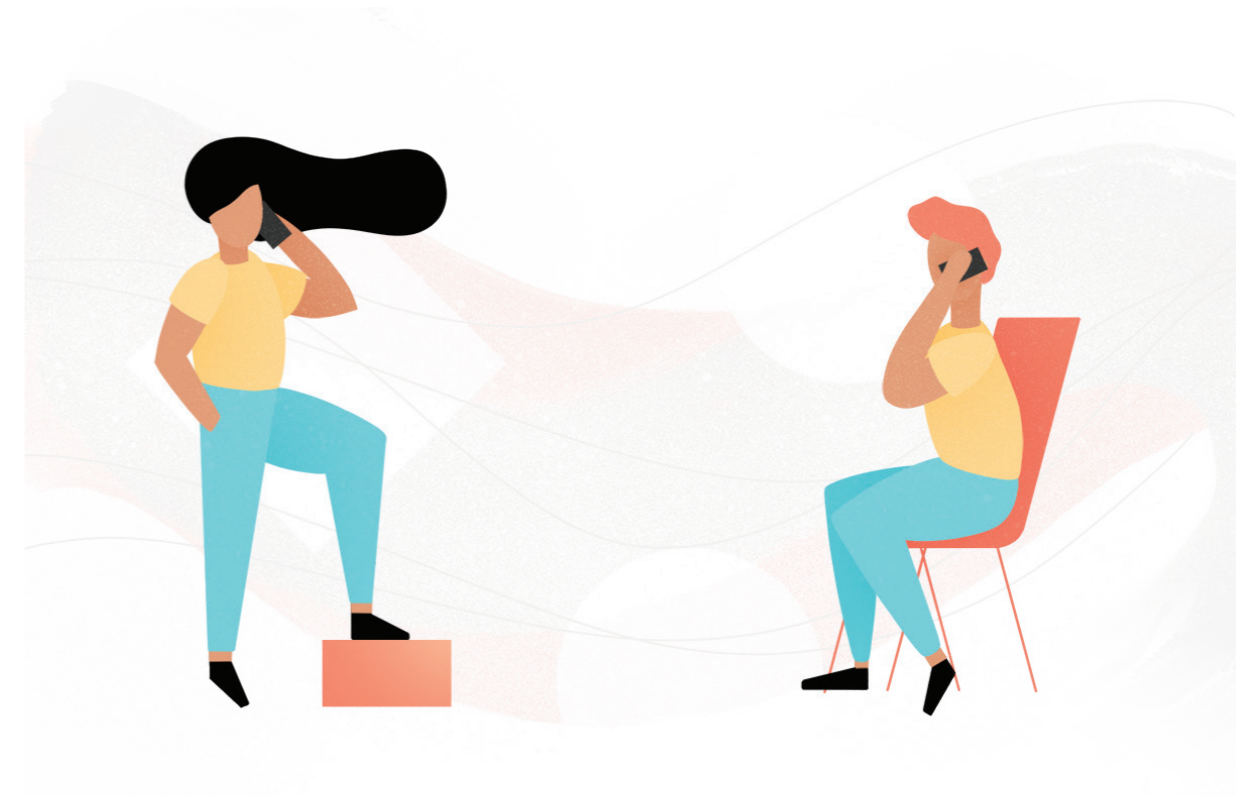
- Give the participants space to feedback to the team again with frustrations, remaining questions, pending issues, etc. so that their needs can be addressed better. This can be done by:
  - giving some space to feed back from the reflection groups during the morning announcements;
  - giving anonymous space to drop issues in a box.

#### Extra possibility for one of the reflection evenings:

- Wicked question game: it's all about deepening a question, turning it more wicked. It's played in groups of 5, three seating, two standing beside them. The three sitting down have conversation about their own questions by only asking questions. The two standing ones can intervene by taking one of the three seating ones and take a seat.

#### This might be useful to deepen the learning questions.

- This format can also be used at the first day when participants formulate their 'own question' and compare whether it has changed or not at the end of the training course.



# Day Two

## What are we talking about?

### Daily morning bulletin: Input different groups

<b>Duration</b>	15 min. (every day before the first session)	
<b>Team</b>	1 person facilitates the session	
<b>Objectives</b>	<p>The participants</p> <ul style="list-style-type: none"> <li>get insight on what happened in the field of research during the past day and what the conclusions were;</li> <li>get space to share news, input, etc. from the different groups as divided on the day one.</li> </ul>	
<b>Method / session description</b>	15 min.	<p>Give space to</p> <ul style="list-style-type: none"> <li>the different teams (for example, research team)</li> <li>the different groups to bring some input.</li> </ul>
<b>Materials / Space needed:</b>	All positioned in such a way so that we can see each other.	Depends on the input.
<b>Preparation and resources</b>	Depends on the input.	
<b>Reasoning behind, comments and extra suggestions</b>	<p>This morning bulletin gives space to the different teams to bring some input, looking back on the previous day.</p> <p>Suggestion:</p> <ul style="list-style-type: none"> <li>include also some time for the reflection groups to feedback about what has been said in their groups if they want to.</li> </ul>	

### Diving into the Topic: “Who am I in relation to the Topic?”

<b>Session title</b>	Diving into the Topic: “Who am I in relation to the Topic?”	
<b>Duration</b>	90 min.	
<b>Team</b>	1 person who facilitates	
<b>Objectives</b>	<p>The participants</p> <ul style="list-style-type: none"> <li>dive into the topic of migration,</li> <li>position themselves in relation to the topic</li> </ul>	
<b>Method / session description</b>	5-10 min.	Introduction and explanation of sociometry + location “north, west, south and east”
	30 min.	<p>Where were you born? – position yourself (5 min.)</p> <ul style="list-style-type: none"> <li>Whoever wants, can give some input, but they should stay where they are.</li> </ul> <p>Where was your father/mother (choose 1 line) born? – position yourself (5 min.)</p> <ul style="list-style-type: none"> <li>Whoever wants, can give some input, but they should stay where they are.</li> </ul> <p>Where was your grandmother/father born? – position yourself (5 min.)</p> <ul style="list-style-type: none"> <li>Whoever wants, can give some input, but they should stay where they are.</li> </ul>
	30 min.	<p>Pantomimic play:</p> <ul style="list-style-type: none"> <li>Find yourself a place where you have enough space</li> <li>Concentrate on your movement</li> </ul> <p>Look around what is happening around you</p> <p>3 questions</p> <ul style="list-style-type: none"> <li>What did your grandmother/father (choose 1) do for living? (5 min.) Act accordingly</li> <li>What does your mother/father do for living? (5 min.)</li> <li>What do you do for living? (5 min.)</li> </ul>

	20 min.	<p>Reflection in small groups (3 – 5 max) regarding the following questions:</p> <ul style="list-style-type: none"> <li>• Where in your family there had been movement (place, class, work, etc.)?</li> <li>• What did you see when you looked around?</li> <li>• Were there similar movements in the whole group?</li> <li>• What was new for you?</li> <li>• What does this mean for your work(ing context)?</li> </ul> <p>Reflection in plenum</p> <ul style="list-style-type: none"> <li>• What do I take from this?</li> <li>• Who am I in relation to the topic migration / integration?</li> <li>• How do I feel thinking about this?</li> <li>• Do experiences of my ancestors influence me?</li> <li>• Do I feel more divided from or rather connected to the group?</li> </ul>
<b>Materials / space needed</b>	A big open space where one freely can move. No tables, no chairs	No materials needed.
<b>Preparation and resources</b>	Prepare the questions for the sociometry in relation to your topic.	
<b>Reasoning behind, comments and extra suggestions</b>	This exercise helps to create empathy towards each other while talking about the subject in an informal way. Together with the “Pathway to the venue” (session 2, day 1), it also helps to get a view on their own journey through life - a journey that defines them as they are.	

## Input on terms and concepts

<b>Duration</b>	90 min.	
<b>Team</b>	1 person facilitates the session, others can help, if necessary	
<b>Objectives</b>	<p>The participants</p> <ul style="list-style-type: none"> <li>• stand on the same line when talking about migration, refugees, asylum seekers, unaccompanied minors, integration, subsidiary protection and make the distinction on what terminology is used in the EU;</li> <li>• understand the importance of word choice as “wrong use” may cause misunderstandings;</li> <li>• can connect between UNHCR and the EU goals;</li> <li>• gain insight in the UN Geneva’s 1951 Convention relating to the status of refugees and the European Convention on Human Rights (ECHR).</li> </ul>	
<b>Method / session description</b>	15 min.	<p>A mini quiz, right or wrong (see resource 1)</p> <ul style="list-style-type: none"> <li>• A <b>migrant</b> is somebody who moves from one country to the other to find better work opportunities. <ul style="list-style-type: none"> <li>▫ Wrong</li> </ul> </li> <li>• According to <b>Geneva’s Convention (1951)</b> a refugee is a person who ‘owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country’ <ul style="list-style-type: none"> <li>▫ Right</li> </ul> </li> <li>• In 2014 Austria received 28.065 <b>applications</b> for Asylum <ul style="list-style-type: none"> <li>▫ Right</li> </ul> </li> <li>• Germany is the country with the <b>largest number</b> of refugees <ul style="list-style-type: none"> <li>▫ Wrong</li> </ul> </li> </ul>
	30 min.	<p>Brainstorm about migration/integration</p> <ul style="list-style-type: none"> <li>• Participants are divided in groups</li> <li>• They each get a flipchart and write down what comes in their mind when reading the word migration</li> <li>• Try to come up with a definition</li> </ul>

	15 min.	<p>Feedback in plenary</p> <p>Theoretical input about (resource 3)</p> <ul style="list-style-type: none"> <li>• terms as: migrants, asylum seekers, refugees, internally displaced person</li> <li>• legal agreements for the protection of asylum seekers and refugees</li> </ul>
	30 min.	<p>Division of participants in groups. They all get the same article "Migrant or refugee, why it matters which word you choose" (resource 2). In group they try to formulate the answer to the following questions:</p> <ul style="list-style-type: none"> <li>• What consequences do people on the move face when officials refer to them as illegal?</li> <li>• Have you ever been in a situation in your local context where you had to negotiate these terms?</li> </ul> <p>Feedback in plenary</p>
<b>Materials / Space needed:</b>	All chairs put in such a way that everyone can see the powerpoint.	Flipchart, markers, notebooks
<b>Preparation and resources</b>	<p><a href="#">Link to a map.</a></p> <p>Resource 1: <a href="http://ec.europa.eu/echo/what-we-do/humanitarian-aid/refugees-and-internally-displaced-persons_en">http://ec.europa.eu/echo/what-we-do/humanitarian-aid/refugees-and-internally-displaced-persons_en</a></p> <p>Resource 2: <a href="http://theconversation.com/migrant-or-refugee-why-it-matters-which-word-you-choose-47227">http://theconversation.com/migrant-or-refugee-why-it-matters-which-word-you-choose-47227</a></p> <p>Resource 3: Legal agreements for the protection of asylum seekers and refugees</p> <ul style="list-style-type: none"> <li>• <b>Geneva Convention 1951:</b> key legal document that defines the term 'refugee'. UNHCR guard this convention</li> <li>• <b>Common European Asylum System (CEAS),</b>1999 to bring harmonisation to standards of protection to asylum procedures <a href="https://ec.europa.eu/home-affairs/what-we-do/policies/asylum_en">https://ec.europa.eu/home-affairs/what-we-do/policies/asylum_en</a></li> <li>• <b>European Convention on Human Rights (ECHR),</b> 1950/53 <a href="https://www.echr.coe.int/Documents/Convention_ENG.pdf">https://www.echr.coe.int/Documents/Convention_ENG.pdf</a></li> </ul>	

### Reasoning behind, comments and extra suggestions

The session as described above is rather for participants that don't know yet much about the concepts of r/as/m.  
For those who are already familiar with these terms and concepts, it can be useful to include more space for discussion about what integration is and how they perceive it. What does this mean for them? Do r/as/m need to be integrated?

Alternative:

Jigsaw (75 min. = 40 min. preparation time + 35 min. presentations )

- Form 5 different groups (A-E) of 5 participants each
- Each group gets another source of information, for example:
  - Migration and human rights
  - Terminology: asylum seeker, forced migration, internally displaced person, labour migrant, persecution, refugee -> article: migrant of refugee, why it matters which word you choose
  - Terms and concepts: migration, assimilation, integration, inclusion
  - Hot topics in the field of migration
  - EU policy
- Ask the groups to read the information and present it visually (1 flipchart for each group is enough).
- Mention that every group member has to understand the source and has to be able to explain it to others.
- When groups are ready (max. 40 min.), ask them to stick their flipchart on the wall on the corner assigned to them.
- Let the group members of each group give themselves a number from 1-5.
- Divide the groups in such way that each new group has a group member from the former groups.
  - All number 1 in one group, all number 2, ...
  - If all goes well group 1 for instance has now group members of A, B, C, D and E
- Each group starts at a different poster. The participant that contributed to that poster gets 7 minutes to explain and answer questions.
- Rotation to the next poster

## Showroom: context of migration and integration in all the represented countries

<b>Duration</b>	180 min.	
<b>Team</b>	1 trainer to facilitate	
<b>Objectives</b>	<p>The participants</p> <ul style="list-style-type: none"> <li>• understand the contexts of migration and integration in the represented countries;</li> <li>• get the opportunity to present their prepared presentation;</li> <li>• gain visibility within the group.</li> </ul>	
<b>Method / session description</b>	5 min.	Introduction
	25 min.	Presentation Group 1 + questions
	25 min.	Presentation Group 2 + questions
	25 min.	Presentation Group 3 + questions
	30 min.	Short break
	25 min.	Presentation Group 4 + questions
	25 min.	Presentation Group 5 + questions
	20 min.	"Impression and feedback?"
<b>Materials / space needed</b>	1 big room with chairs	That's up to the participants, ask them before.
<b>Preparation and resources</b>	Participants prepare their own presentations.	

### Reasoning behind, comments and extra suggestions

The method and the form of the presentations is up to the participants; it can be a flipchart, a powerpoint presentation, a theatrical play or something completely different.

This session helps participants to share experiences from their local context in regard to their countries' migration policies, to identify gaps, but also, to observe similarities and differences between different contexts.

It is important to keep in mind that the provided time is quite short. In general, participants show a lot of interest in each others' context and enjoy the fact that they can give their own input and rely on each others' expertise. The more time they get, the deeper they can dig into each others' context.

On the contrary, it is very exhausting to attentively listen to the different presentations. As the session is coming to its end, participants will, most likely, start losing their attention. A suggestion here is to split up the presentations over two days or to do some in the morning and some in the afternoon.



## Organisation Fair

Duration	90 min.	
Team	All team members participate in the speed date. 1 trainer takes the extra facilitation role.	
Objectives	<p>The participants</p> <ul style="list-style-type: none"> <li>• get the opportunity to share their experiences 'from the field';</li> <li>• can network;</li> <li>• learn more about the expertise in this group.</li> </ul>	
Method / session description:	45 min.	<p>Participants get the time to organise themselves and share their knowledge and experience through a speeddate</p> <ul style="list-style-type: none"> <li>• Let them draw a clock and fill the first 6 numbers</li> <li>• They get 10 minutes to fix 6 dates</li> <li>• Announce the time: e.g. 4 o'clock.</li> <li>• Participants, in pairs of two, exchange their (volunteer) work experience.</li> <li>• After five minutes, another time is announced.</li> </ul>
	45 min.	After that, provide some time so they can continue their talks.
Materials / space needed	Open space where pax can speeddate	<ul style="list-style-type: none"> <li>• Participants' materials</li> <li>• Pens</li> <li>• Papers</li> <li>• Creative materials: color pens, papers, cards, etc.</li> </ul>
Preparation and resources	None	
Reasoning behind, comments and extra suggestions	<p>In (international) training settings, there is often a huge need for deeper exchange of their own projects, organisations, knowledge and experiences. It's really worth to provide enough space for this within the framework and not just rely on the breaks between the different sessions. Encourage them to actively use the materials they brought.</p>	



# Day Three

## What do we face

### Challenges volunteers and young professionals face part 1

<b>Duration</b>	90 min.	
<b>Team</b>	1 facilitator	
<b>Objectives</b>	<p>The participants</p> <ul style="list-style-type: none"> <li>• reflect about 'challenges' that one might face when working with NGOs, charities, organisations for issues regarding refugees and migrants;</li> <li>• are stimulated to critically question these challenges;</li> <li>• understand the reasons behind the challenges;</li> <li>• get space to share some of their own challenges.</li> </ul>	
<b>Method / session description:</b>	15 min.	<p>How do I start the day? How do I feel so far?</p> <ul style="list-style-type: none"> <li>• Presentation of different cards with different messages</li> <li>• Each participant can choose one</li> <li>• Circle: say a few words about the card you chose</li> </ul>
	15 min.	<p>Introduction and Unpacking 'challenges'</p> <p>What challenges did come up in your applications for this training? (overview)</p>

	30 min.	<p>What challenges did we come across during the desk research?</p> <p>Present case studies (discussion)</p> <ul style="list-style-type: none"> <li>• Each group gets some project/case studies that needs to be reviewed through critical discussion to refer to the challenges.</li> <li>• They are asked to identify the challenges the organisations are facing.</li> <li>• Bring in their own 'challenges' when working with r/as/m.</li> </ul>
	30 min.	Presentation of the different groups
<b>Materials / space needed</b>	Chairs around the screen	<ul style="list-style-type: none"> <li>• Pptx slides</li> <li>• Post it notes</li> <li>• Flipcharts</li> <li>• Markers</li> </ul>
<b>Preparation and resources</b>	<p>Prepare the case studies</p> <ul style="list-style-type: none"> <li>• Case study 1: Integradision - <a href="https://www.integradision.at">https://www.integradision.at</a> <ul style="list-style-type: none"> <li>▫ Project that gives young refugees the opportunity to get to know their new home better.</li> <li>▫ Distributes bikes to young refugees to travel within and outside of Vienna.</li> <li>▫ Provides free legal advice to the refugees.</li> </ul> </li> <li>• Case study 2: Altochtonen van de Toekomst - <a href="https://altochtonenvandetoekomst.wordpress.com">https://altochtonenvandetoekomst.wordpress.com</a> <ul style="list-style-type: none"> <li>▫ Project that supports asylum seekers and refugees.</li> <li>▫ Specialized in young newcomers (15-23) who have applied for asylum. It allows them to have leisure time activities. Helps them build a wider social network.</li> <li>▫ Focuses on informal learning - they can choose the topics (workshops about photography, social media, creating an animation video, but also, topics of sexuality and relationships and politics are addressed).</li> </ul> </li> </ul>	
<b>Reasoning behind, comments and extra suggestions</b>	<p>Various challenges could be identified in this session, such as lack of structure, lack of research, analysing and feedback, misuse of the term of integration, problems with fundraising and so on.</p> <p>Encourage participants to share (some of) the challenges they are facing and, finally, encourage them to think about and suggest what can help dealing with those challenges.</p>	



## Challenges volunteers and young professionals face part 2

<b>Duration</b>	90 min.	
<b>Team</b>	1 facilitator	
<b>Objectives</b>	<p>The participants</p> <ul style="list-style-type: none"> <li>• exchange the interpersonal factors hindering every day work of the volunteers;</li> <li>• identify interpersonal challenges;</li> <li>• can bridge from hindering to enabling factors.</li> </ul>	
<b>Method / session description:</b>	10 min.	Introduction and group building (3-4 groups - based on interests)
	20 min	<p>Each group gets a flipchart with guiding questions and tries to answer them.</p> <p>“Agree in your working group on the most pressing factors and illustrate it to the plenum (10’ presentations time each group)”.</p>
	40 min.	Presentations and discussions in plenary.
	10 min.	<p>Input about self-care and challenges.</p> <ul style="list-style-type: none"> <li>• Team-related challenges, many, if not most, problems arise here. <ul style="list-style-type: none"> <li>▫ Collection of questions/remarks/statements about this for the session of Friday.</li> </ul> </li> </ul>
<b>Materials / space needed</b>	<p>4 tables: on each table a flipchart</p> <p>Enough space between the different tables/more rooms</p>	<ul style="list-style-type: none"> <li>• Flipcharts with guiding questions</li> <li>• Empty flipcharts</li> <li>• Markers</li> </ul>

<b>Preparation and resources</b>	<p>Prepare the flipcharts with guiding questions. 1 flipchart is needed for each main theme (gender, age, social background) with the following questions:</p> <ol style="list-style-type: none"> <li>1. Did you ever had the feeling that your gender/age/social background was a problem in the interaction with the target group you are working with?</li> <li>2. Did you ever had a problem with the gender/age/social background of your target group?</li> <li>3. Do you have gender/age/social background related problems in reaching a certain target group?</li> <li>4. Share your experiences – 20 min.</li> </ol>
<b>Reasoning behind, comments and extra suggestions</b>	<p>Hearing other people encountering the same challenges and exploring how others deal with it motivates them to continue with their work and helps not getting discouraged.</p>

## Good practices and success stories

<b>Duration</b>	90 min. Break 30 min.	
<b>Team</b>	1 facilitator	
<b>Objectives</b>	The participants <ul style="list-style-type: none"> <li>learn more about the good practices collected in the research phase;</li> <li>can define different key-elements of a good practice.</li> </ul>	
<b>Method / session description:</b>	30 min.	Short intro in good practices: case studies, projects and organisations initiated by youth that incorporate good and/or innovative practices that aim to support integration of r/m/as in European society were explained and given examples for, such as Tumult (Belgium) ( <a href="http://www.tumult.be">www.tumult.be</a> ) and Chatterbox (UK) ( <a href="https://wearechatterbox.org">https://wearechatterbox.org</a> ).
	60 min.	What is exactly constituted as a good practice of an organisation that works with r/as/m <ul style="list-style-type: none"> <li>What kind of good practices exist?</li> <li>What makes a good practice a good practice?</li> </ul> Division in smaller groups: identify and present good practices their organisations are already incorporating when working with r/m/as taking into account the challenges mentioned in the sessions before.
	30 min.	Round up in whole group
<b>Materials / space needed</b>		<ul style="list-style-type: none"> <li>Flipcharts</li> <li>Markers</li> </ul>
<b>Preparation and resources</b>	Prepare the examples of good practices	
<b>Reasoning behind, comments and extra suggestions</b>	It is important to introduce participants with already existing examples of good practices. Apart from the fact that it will inspire them, it can, also, encourage discussion on important topics in their work such as initiating an action, importance of non-formal initiatives, balance between structure and freedom of initiative, the importance of empowering instead of patronizing, inclusion in local groups, but also, taking care of mental health.	

## Multilingualism

<b>Duration</b>	60 min.	
<b>Team</b>	1 facilitator	
<b>Objectives</b>	The participants <ul style="list-style-type: none"> <li>learn more about the good practices collected in the research phase;</li> <li>can define different key-elements of a good practice.</li> </ul>	
<b>Method / session description:</b>		Introduction of the European Centre for Modern Languages of the Council of Europe and its initiative Supporting multilingual classrooms. <p>Activity is usually done with teachers, policy makers, trainers, etc.:</p> <ul style="list-style-type: none"> <li>Which languages form your linguistic repertoire? In which situations and with whom do you use them?</li> <li>Imagine the different languages, dialects, etc. were located in the different parts of your body. Where would you place them and why?</li> </ul>
<b>Materials / space needed</b>	Space where they can sit and draw	<ul style="list-style-type: none"> <li>Print a human body outline template for each participant</li> <li>Colored pencils</li> <li>Papers</li> <li>Markers</li> </ul>
<b>Preparation and resources</b>	Prepare an human body outline for each participant. <a href="#">Link to illustration.</a>	
<b>Reasoning behind, comments and extra suggestions</b>	This exercise encourages the participants to think about their own identity and to question again where they come from. A bridge can be built between this session and sessions 2 (day 1) and 1 (day 2). It also shows how important language is or can be for someone's identity. It helps to better understand each other.	

# Day Four

## My Work in the Local Community

### Analysis of Stakeholders: Mapping my own Ecosystem

<b>Duration</b>	90 min.	
<b>Team</b>	1 facilitator, an extra trainer to support the different groups can be useful	
<b>Objectives</b>	<p>The participants</p> <ul style="list-style-type: none"> <li>• explore their own ecosystem;</li> <li>• can define their hindering and enabling factors;</li> <li>• can define their allies.</li> </ul>	
<b>Method / session description:</b>	15 min.	Check-In / Morning-Activity to energize and warm up in terms of active reviewing
<b>Materials / space needed</b>	10 min.	<ul style="list-style-type: none"> <li>• Make yourself very big or very small according to the level of agreement on the next statements             <ul style="list-style-type: none"> <li>▫ I enjoyed the programme so far.</li> <li>▫ My expectations are met.</li> <li>▫ I am satisfied with the way I could participate.</li> <li>▫ I have needs that still need to be addressed.</li> <li>▫ I feel that other heard me.</li> </ul> </li> <li>• give space to the participants to comment, if they want.</li> </ul>
	20 min.	<p>Intro to the method, explanation of the ecosystem or stakeholders map.</p> <p>Individual working time: participants draw their ecosystem/stakeholder map</p>

	45 min	In small groups (maybe the evening reflection groups): participants are forming constellations of stakeholders and explore the connections and collaborations
<b>Materials / Space needed</b>	Nothing specific	<ul style="list-style-type: none"> <li>• Flipchart with model</li> <li>• Flipcharts &amp; markers for each participant</li> </ul>
<b>Preparation and resources</b>	Prepare an example of the eco-system or stakeholder map (developed by Elisabeth Hanzl). Further readings: <a href="http://www.aces.or.at/stakeholder-analysis-a-group-procedure">http://www.aces.or.at/stakeholder-analysis-a-group-procedure</a>	
<b>Reasoning behind, comments and extra suggestions</b>	/	

# Guided Journaling: Reflection about what's calling and motivating me about my work

<b>Duration</b>	90 min.	
<b>Team</b>	1 trainer to guide the journaling	
<b>Objectives</b>	The participants <ul style="list-style-type: none"> <li>reflect upon their own position, their motivations, aspirations and what is "calling" them to do.</li> </ul>	
<b>Method / session description:</b>	10 min.	Guided journaling – free writing  Introduce the concept of guided journaling to participants -> reading questions, for each question 3 minutes, write everything that comes up. If nothing, then one can write: I'm not thinking about anything. Let them take their time to settle on a for them safe spot
	60 min.	1. Challenges: Look at yourself from outside as if you were another person: What are the 3 or 4 most important challenges or tasks that your life (work and non-work) currently presents?
		2. Self: Write down 3 or 4 important facts about yourself. What are the important accomplishments you have achieved or competencies you have developed in your life (examples: raising children, finishing your education, being a good listener)?
		3. Emerging Self: What 3 or 4 important aspirations, areas of interest, or undeveloped talents would you like to place more focus on in your future journey (examples: writing a novel or poems, starting a social movement, taking your current work to a new level)?
		4. Frustration: What about your current work and/or personal life frustrates you the most?
		5. Energy: What are your most vital sources of energy? What do you love?

		6. Inner resistance: What is holding you back? Describe 2 or 3 recent situations (in your work or personal life) when you noticed one of the following three voices kicking in, preventing you from exploring the situation you were in more deeply:
		7. Voice of Judgment: shutting down your open mind (downloading instead of inquiring)
		8. Voice of Cynicism: shutting down your open heart (disconnecting instead of relating)
		9. Voice of Fear: shutting down your open will (holding on to the past or the present instead of letting go)
		10. The crack: Over the past couple of days and weeks, what new aspects of yourself have you noticed? What new questions and themes are occurring to you now?
		11. Your community: Who makes up your community, and what are their highest hopes in regard to your future journey? Choose three people with different perspectives on your life and explore their hopes for your future (examples: your family; your friends; a parentless child on the street with no access to food, shelter, safety or education). What might you hope for if you were in their shoes and looking at your life through their eyes?
		12. Helicopter: Watch yourself from above (as if in a helicopter). What are you doing? What are you trying to do in this stage of your professional and personal journey?
		13. Imagine you could fast-forward to the very last moments of your life, when it is time for you to pass on. Now look back on your life's journey as a whole. What would you want to see at that moment? What footprint do you want to leave behind on the planet? What would you want to be remembered for by the people who live on after you?
		14. From that (future) place, look back at your current situation as if you were looking at a different person. Now try to help that other person from the viewpoint of your highest future Self. What advice would you give? Feel and sense what the advice is and then write it down.

		15. Now return again to the present and crystallize what it is that you want to create: your vision and intention for the next 3-5 years. What vision and intention do you have for yourself and your work? What are some essential core elements of the future that you want to create in your personal, professional, and social life? Describe as concretely as possible the images and elements that occur to you.
		16. Letting-go: What would you have to let go of in order to bring your vision into reality? What is the old stuff that must die? What is the old skin (behaviours, thought processes, etc.) that you need to shed?
		17. Seeds: What in your current life or context provides the seeds for the future that you want to create? Where do you see your future beginning?
		18. Prototyping: Over the next three months, if you were to prototype a microcosm of the future in which you could discover "the new" by doing something, what would that prototype look like?
		19. People: Who can help you make your highest future possibilities a reality? Who might be your core helpers and partners?
		20. Action: If you were to take on the project of bringing your intention into reality, what practical first steps would you take over the next 3 to 4 days?
	20 min.	Ask the participants to sit in a circle so that everyone can see each other again.  Place 3 objects in the circle.  Participants can take an object and start talking if they want to share something.  After that the put the object in the middle again.
<b>Materials / Space needed</b>	Tables and chairs for participants to write/reflect individually	<ul style="list-style-type: none"> <li>• Notebooks or paper</li> <li>• Pens</li> <li>• Objects for the wrap-up circle</li> </ul>

<b>Preparation and resources</b>	Source of the Guided Journaling: <a href="https://www.presencing.org/files/tools/PI_Tool_UJournaling.pdf">https://www.presencing.org/files/tools/PI_Tool_UJournaling.pdf</a>
<b>Reasoning behind, comments and extra suggestions</b>	<p>Ventilation with trainers team is important. Provide some space for the team of trainers to reflect as guiding this session can be very difficult.</p> <p>This session is well-planned before a free afternoon since some participants might some time for themselves in the middle of an intense week. It is also useful to provide a safe space for the participants to reflect and talk with someone of the team if necessary.</p> <p>This is the day where participants start to get frustrated and where one can refer to theory U (see Program Flow).</p>

In the afternoon the participants are free to relax, share in an informal way or take their time to reflect on their own learning path. The Social activities team can play a role here by suggesting some activities.



# Day Five

## What can we learn from each other?

### Open space

<b>Duration</b>	whole day	
<b>Team</b>	<ul style="list-style-type: none"> <li>1 trainer to facilitate the process and keep an eye on the overall flow,</li> <li>Team of participants to explain open space,</li> <li>All the other trainers to participate in the open space.</li> </ul>	
<b>Objectives</b>	<p>The participants</p> <ul style="list-style-type: none"> <li>co-own the training by creating their own programme of the day;</li> <li>can learn from each other;</li> <li>feel part of a community of practice that has the power and knowledge to support each other.</li> </ul>	
<b>Method / session description:</b>	55 min.	<p>Welcome the participants and explain the method of open space</p> <ul style="list-style-type: none"> <li>Flashback to what we did before, going through the programme so far</li> <li>Part of open space</li> </ul>
		<p>Today we are going to develop our best thoughts around the issues and opportunities associated with migration. I want you to notice the blank wall, which is our programme of the day.</p>
		<ul style="list-style-type: none"> <li>How many times have you ever been to a training/ meeting/workshop where the agenda was a completely blank wall?</li> </ul> <p>You are the ones creating the programme of today</p>
		[small silent break]

		<p>To get there, we will start with a community bulletin board where everybody can identify issues or opportunities they see around this topic. It's about having a real passion for this issue, not just a good idea for somebody else to do, since you will take responsibility yourselves and share it with the group.</p>
		<p>In our village market place everybody will be invited to come to the wall and sign up for as few or as many of the groups as you desire.</p>
		<p>Even though open space is truly open, there are some principles and one law to keep in mind:</p> <ul style="list-style-type: none"> <li>Whoever comes is the right person.</li> <li>Whenever it starts is the right time.</li> <li>Whatever happens is the only thing that could have happened.</li> <li>When it's over it's over.</li> <li>The law of the two feet: Everyone has two feet and must be ready to use them. The responsibility for a successful outcome in this day resides with exactly one person – each participant. Each of them can make a difference and must make that difference by contributing or learning. If that's not true in a given situation, then they take the responsibility to move. Do this after honouring the people involved.</li> </ul>
		<p>Question: What are the issues and opportunities around our theme, for which you have a real passion and will take genuine responsibility?</p> <ul style="list-style-type: none"> <li>Write big enough – give it a short title and sign with your name</li> <li>Leave some space for others to write their names to sign in</li> </ul>
		<p>Give them some time to think about topics and to write them down.</p> <p>Ask them to present their suggestions and tape it somewhere on the wall to fill the programme of the day.</p> <p>[ space for discussion of the topics]</p> <ul style="list-style-type: none"> <li>Some more ideas?</li> </ul>



		<p>Everybody stands up and pays a look at the framework.</p> <ul style="list-style-type: none"> <li>• Sign up where you feel that you can learn or contribute.</li> <li>• Do as many as like, don't mind conflicts.</li> </ul> <p>Negotiations: same time slot or same space. If you find a conflict of interest, try to negotiate with each other or try to group some themes.</p>
	Rest of the day according the time slots	<p>Those who suggested a theme that has been written in the framework are considered the hosts of that 'session'. As a host you make sure that:</p> <ul style="list-style-type: none"> <li>• Each session is recorded (written) on a paper, flip chart, etc. and put in our "museum".</li> <li>• You use your two feet, as well. This means that you can leave a session for instance when the conversation is going to a direction where you can't learn anything anymore.</li> </ul>
		<p>From now on you are on your own. As soon as your group is ready to go and work. Go for it.</p> <p>We'll see you here back at closing session at [hour to be set].</p>
		<p>Task of the facilitator of this open space method. It is important that the facilitator of the open space is present in the room where the agenda is fixed</p> <ul style="list-style-type: none"> <li>• Powerful statement of concern for the common space</li> <li>• Keep it neat</li> <li>• Feel how everything is going on</li> <li>• Throw responsibility back to the person itself when someone is asking you "What should I do" -&gt; "What would you like to do?". Knowing that it's totally OK to spend time on your own reflecting.</li> </ul>
	40 min.	<p>Museum</p> <p>Every flip chart will be put in the museum. After the last session, participants can walk around in the museum, ask questions and exchange thoughts.</p>

<b>Materials / Space needed</b>	<p>Big wall/ window/ framework to stick the overall open space frame</p> <p>Different rooms</p>	<ul style="list-style-type: none"> <li>• Big empty framework</li> <li>• Small papers</li> <li>• Markers</li> <li>• Flipcharts, pens, markers in each meeting room</li> </ul>
<b>Preparation and resources</b>	<ul style="list-style-type: none"> <li>• Flipchart with the rules and the law</li> <li>• Framework for the programme flow</li> </ul> <p>This session outline was based on "A brief user's guide of open space technology" of Harrison Owen: <a href="https://www.openspaceworld.com/index.htm">https://www.openspaceworld.com/index.htm</a></p>	
<b>Reasoning behind, comments and extra suggestions</b>	<p>It's important to 'let go' as a facilitator. You explain the method of open space. You ask your Open Space team (formed on day one during the 3 session) to explain the rules and the law. After that, it's the participants themselves that suggest the themes. They organise themselves when negotiating about space and time or when putting two suggestions together. It's them deciding and maintaining the conversation flow in the different groups. It's them being responsible for the notes.</p> <p>Both the principles and the law, as well as the 'freedom', create a non-formal, free and easy atmosphere that enables participants to learn and share their experiences, expertise and knowledge with the others without creating a tension or unease. They might consider this day as one of the most interesting days.</p> <p><b>Alternative for the museum:</b> An exhibition style in one or two rounds where each session host is invited to very briefly (30 seconds to a minute max.) share their key insights, as a way of pitching their session for more people to join the more in-depth sharing moment that follows. Once each session's host has spoken, apply Open Space principles again (the 'law of two feet' and people can go to learn from and contribute to the session(s) of their choice. This enables the host to enrich their harvest with new perspectives.</p>	



# Day Six

## Action planning

### One-Stop-Shop: practical tools

<b>Duration</b>	90 min.	
<b>Team</b>	2 facilitators	
<b>Objectives</b>	Two separate parallel sessions; participants have to choose whether they want to get to know something more on fundraising or on a toolbox for team challenges.	
<b>Method / session description:</b>	90 min.	Fundraising session provides participants with information about gathering funds from different resources, such as multinational companies, governments and through crowd-funding. Besides that, participants are introduced with big funding groups such as European Union and its development aid and awareness raising, private funding, various integration funds, Europe Aid, European Youth Fund and Erasmus+.

		In conclusion, participants are given the “tips and tricks”; they are familiarized with national agencies related to Erasmus+ and their field of doing, how to bound contacts and look for local funds and how to connect with an NGO or CBO in their surroundings.
	90 min.	<p>Toolbox for team challenges concentrates on answering questions like: How am I treated? How do we treat each other? How do I take care of myself?</p> <p>They talk about how to work in teams, and what methods of supervision can be used. Participants are instructed to return to, or to establish, clarity about team and organisation hierarchies, structures, processes, and their position in them, and to see which quality standards are relevant in their workplace.</p> <p>Generally, they should acknowledge that social work is a bridge, not a corner. Flow of communication should be facilitated between groups in need of support and those responsible for providing it.</p> <p>Burn-out prevention is important, for themselves, the workplace and the society. Participants are encouraged, especially in times of increased pressure, to take one step back and to release themselves from the context.</p>
<b>Materials / space needed</b>	2 different rooms, 1 with a screen	<p>Fundraising:</p> <ul style="list-style-type: none"> <li>• Wifi connection</li> <li>• Computer &amp; screen</li> </ul> <p>Team challenges:</p> <ul style="list-style-type: none"> <li>• Questions gathered during the previous days</li> </ul>
<b>Preparation and resources</b>		<p>Fundraising:</p> <ul style="list-style-type: none"> <li>• Prepare an overview of the different fundraising possibilities</li> <li>• Make sure you have a document where you gathered all the possible links</li> </ul> <p>Team challenges:</p> <ul style="list-style-type: none"> <li>• Ask the participants beforehand to write their questions down.</li> </ul>
<b>Reasoning behind, comments and extra suggestions</b>		<p>These sessions are very open and depend on the needs of participants. So these can be completely other themes that need to be addressed.</p> <p>When combining research and training, it can be very useful to also include a session that tackles the research more in depth: what has been done so far, how has this been done, what were some of the outcomes?</p>

## Action planning

<b>Duration</b>	90 min / Lunch / 90 min.	
<b>Team</b>	2 facilitators	
<b>Objectives</b>	<p>The participants</p> <ul style="list-style-type: none"> <li>• understand one possible way to do action planning;</li> <li>• brainstorm about and design their ideas for new actions;</li> <li>• design their ideas for improvement or changes in existing actions;</li> <li>• are motivated to network and design some actions together.</li> </ul>	
<b>Method / session description:</b>	30 min.	Presentation of a model for action planning (resource 1)
	60 min.	Individual working time: participants are developing and working on their plans for future actions.
	Lunch	
	60 min.	Continuation of individual work
	120 min.	<p>Presentation of action plan: pitch of 2 minutes each. Every pitched action gets a small box. Provide time after 2 or 3 pitches for everyone to write notes or comments on small papers to be dropped in the box.. When writing a note, also add your name. After all the pitches are done, everyone gets time to read the received notes and when something is not clear, one can ask for more clarification to the author.</p>
<b>Materials / space needed</b>	Chairs and tables for participants	<ul style="list-style-type: none"> <li>• Flip with model of action planning chart</li> <li>• Big empty action planning chart for everyone</li> <li>• Pens, markers</li> <li>• Small papers</li> <li>• Boxes</li> </ul>
<b>Preparation and resources</b>	<p>Flip: Model of action <a href="#">planning chart</a></p> <p>Resource 1: <a href="https://www.bjv.at/cms/wp-content/uploads/2016/03/toolbox_fluchtundmigration_final-ansicht.pdf">https://www.bjv.at/cms/wp-content/uploads/2016/03/toolbox_fluchtundmigration_final-ansicht.pdf</a></p>	

### Reasoning behind, comments and extra suggestions

This planning chart is an easy way to structure project ideas and to combine everything that has been seen on the days before. Participants can set up networks or can come up with own ideas. The pitch is kept short (2 minutes max.) because it can be very exhausting to equally attentively listen to all the pitches. Challenge is to keep it short and attractive.

#### Suggestion:

- It can be good to mention beforehand that one will only get 2 minutes to pitch the idea so that everyone knows what to expect.
- It also can be useful to do the pitch a bit earlier, so that participants can come up with extra ideas for each other, give feedback.
- After the different pitches they can again start working at their plans.



# Day Seven

## Feedback, Evaluation and Transfer

### Reflection, transfer and evaluation

<b>Duration</b>	90 min.	
<b>Team</b>	All trainers	
<b>Objectives</b>	<p>The participants</p> <ul style="list-style-type: none"> <li>reflect on the training as a whole;</li> <li>question the personal impact by reflection on the own learning goals;</li> <li>question the group impact;</li> <li>get space to feedback to the team of trainers as well.</li> </ul>	
<b>Method / session description:</b>	15 min.	<p>Introduction: "Reflection Circle" (TCI)</p> <p>Explanation of the 4 flipcharts with the prepared (self-) reflective questions (I, IT, WE, GLOBE)</p> <p>Form groups according to own interest</p>
	20 min.	Exchange the guiding questions in the respective working groups
	60 min.	Plenary discussion about the 4 topics: theme (IT), group (WE), me (I) and context (Globe)

<b>Materials / space needed</b>	<p>1 big room with chairs in a circle for everyone</p> <p>4 different rooms/ locations with chairs</p>	<ul style="list-style-type: none"> <li>the 4 flipcharts</li> <li>coloured text markers</li> <li>colored cards</li> <li>glue</li> <li>pencils</li> </ul>
<b>Preparation and resources</b>	<p>Prepare the flipcharts with the guiding questions.</p> <p>Team Centred Interaction from Ruth Cohn</p> <p>Globe:</p> <ul style="list-style-type: none"> <li>What's the relation between the current situation and the training? At what moments was this relation especially relevant or obvious?</li> <li>What current political and social dynamics were mirrored within the group?</li> <li>What influence had the surrounding and the setting on the training?</li> <li>What 'magic moments' and turning points had influence on the learning process?</li> </ul> <p>Group:</p> <ul style="list-style-type: none"> <li>How could the group support you in your working contexts?</li> <li>When did you feel empowered and/or supported within the group?</li> <li>How would you describe the flow of the group?</li> <li>What is special about this group?</li> <li>When did you feel weak and/or limited within the group?</li> <li>What groups were within the group? What was the difference for you between them?</li> </ul> <p>It:</p> <ul style="list-style-type: none"> <li>How did the framework support &amp; empower you?</li> <li>In what way did it limit or strengthen you?</li> <li>How were the different training styles affecting your learning process and the process of the group?</li> <li>Which needs aren't covered yet?</li> <li>How did you like the concept of combining research and training?</li> <li>What advantages and disadvantages did you observe?</li> </ul> <p>I:</p> <ul style="list-style-type: none"> <li>How did you experience the past 7 days?</li> <li>What do you add to your backpack when you're going back home?</li> <li>What was surprising you the most?</li> </ul>	
<b>Reasoning behind, comments and extra suggestions</b>	This reflective circle helps to take the helicopter view again.	

## Closure

<b>Duration</b>	30 min.	
<b>Team</b>	All trainers	
<b>Objectives</b>	<p>The participants</p> <ul style="list-style-type: none"> <li>• can close the training;</li> <li>• receive their Youth Pass;</li> <li>• can give a final word.</li> </ul>	
<b>Method / session description:</b>	30 min.	<p>Final message by trainers team</p> <p>Participants stand in two lines opposite of each other. One by one, participants are called to stand in front of the line. There they express a dream/wish for the group members and after that they run through the line while the rest is cheering.</p> <p>At the end of the line, the trainers team stands with the Youth Pass and other documents.</p> <p>End with a final applause.</p>
<b>Materials / space needed</b>	Space enough for everyone to stand in two lines	<ul style="list-style-type: none"> <li>• Youth pass</li> <li>• Other docs to give away</li> </ul>
<b>Preparation and resources</b>	Print the youth pass for everyone	
<b>Reasoning behind, comments and extra suggestions</b>	A closure of an intense week together.	



# Conclusion

In order to empower the youth for generating innovative actions in their communities, the project partners shared their experience and expertise and developed a training resource manual to work with youth on integration issues and piloted it with a group of youngsters of different backgrounds coming from 5 European countries. In this way, the project partners addressed the priority of promoting high quality of Youth Work as they developed and shared effective methods in reaching out to marginalized young people, refugees, asylum seekers and migrants, and in combating and preventing racism and intolerance

among youth and, also, promoted empowerment and active citizenship of young people. This pilot training tested out the training module whose main aim was the acquisition of knowledge, skills and competencies for community mobilization around integration issues. The combination of presentations and soft skills were designed in order to directly equip and empower the youth and it was highly focused on immediate practising of skills and behaviour. Besides that, the participants were supported and mentored in their work by the staff of participating organisations.

## RECOMMENDATIONS FOR A TRAINING LIKE THIS

### SETTING

Choose the country and training venue wisely in order to make the best use of the surroundings, regarding landmarks, significant organisations and so on. For instance, why not having a training like this in or near a reception centre? Having different places for a smaller group work and a location that stimulates participants to go outside

helps avoiding the formal feeling. Also study visits to organisations relevant to the training theme can add a significant value to the whole experience; being in direct contact with them and sharing experiences and knowledge could encourage participants to continue with their work even more.

### LEARNING PROCESS

Leave enough space for the informal moments, they are often highly valued. Learning on such a topic doesn't stop when leaving the training room or when leaving the training venue after seven days. A lot of action ideas can come up in the course of the week, which makes it useful to set up a bigger "after-training" part for instance in terms of "returnal day" after some months where all

participants per country gather again to see what has been done so far, what's still missing. The minimum is to do a questionnaire some months after to analyse the impact of the learning process.

Dare to leave enough blank spaces in the programme, for instance with a method like "open space".

### INTERCULTURAL VALUE

A training for youth playing a major role in the integration of refugees, asylum seekers and migrants in Europe is very important. Getting familiarized with totally different situations than their own helps to better understand the complexity of the situation. When working together in a diverse group, it is very much needed to have an helicopter view from time to time, so one is encouraged to take a step back from own

assumptions (prejudices) and take a broader look. When looking at the key competences of Youth Pass, multilingualism is an asset. Also, it is always encouraging to see participants helping each other out when struggling to find the right words to express their thoughts; to see them taste the differences in nuance in the different languages. Finally, all in all, a training like this helps participants acknowledge their European identity.

# Project Partners



**THE CENTRE FOR PEACE OSIJEK** in Croatia has been an active contributor to post-war peacebuilding and has extensive experience in community building involving peace teams, composed of mainly youth. Also, since 1998 the Centre has been providing legal advice and assistance to refugees, returnees and Internally Displaced Persons (IDPS) concerning their repatriation or local integration.

[www.centar-za-mir.hr](http://www.centar-za-mir.hr)



**FORUMZFD** is based in Cologne, Germany, supporting people involved in violent conflicts on the path to peace and strives to help overcome war and violence. Through dialogue events, educational work and campaigns, forumZFD actively advocates civil peace policy. forumZFD is currently working with peace consultants in eleven countries in Europe, the Middle East and Southeast Asia. Among other projects of peace and conflict work, forumZFD supports local communities in Lebanon and Germany in their efforts to integrate refugees and to strengthen solidarity between refugees and their host communities.

[www.forumzfd.org](http://www.forumzfd.org)



**THE WORLD OF NGOs** is a Vienna based organisation in Austria focusing on challenges for civil society, fostering civil dialogue and European cooperation. In the field of integration the NGO is supporting the engagement of volunteers of all ages. Furthermore, the organisation is experimenting with new educational settings and activating methods of participation for young people.

[www.ngo.at](http://www.ngo.at)



**THE UNIVERSITY OF WESTMINSTER**, in the heart of London in the United Kingdom, is itself one of the most diverse universities, with students from six continents and over 150 nations, many with refugee, asylum seeker and migrant backgrounds. The University provided expertise in practice-focused research, urban education, youth policy, multilingualism and community engagement, based on European and global projects as well as on informal educational processes with communities and community organisations in London and beyond.

[www.westminster.ac.uk](http://www.westminster.ac.uk)



**TUMULT** is a youth-led organisation based in Mechelen, Belgium, working directly with refugees and migrants, with a large network of volunteers. Tumult is an organisation with over 50 years' experience of creating and facilitating peace building and non-violence training programmes for youth. In the project 'Home Away From Home' Tumult coordinated the development of training modules for the training of youth.

<https://tumult.be>