



Project ‘CROSS THE BORDERS’

Erasmus+ - KA1 (Youth Workers Mobility)

2017-3-IT03-KA105-012694

Lead Applicant: Gruppo Umana Solidarietà (G.U.S.), Italy

Partners:

- GREECE: Antigone - <http://www.antigone.gr/en/home/>
- HUNGARY: ICRP - <http://culturalrelations.org/>
- SPAIN: PROJUVEN - <http://projuven.org/en/>

The main aims of “Cross the borders” are to share best practices, to increase competences, skills and knowledge and to find new and common paths for youth workers in EU to work effectively on sustainable inclusion and antidiscrimination strategies for migrant youth and the new hosting societies in Europe, learning to work in close collaboration with the relevant stakeholders, with a special focus on to raise awareness and understanding on migrants vulnerable to radicalization.

EVENT 1 : *Training Course* : OPEN YOUR MIND!

PLACE: *Budapest, Hungary*

DATE: *from 19/06/2018 to 22/06/2018*





BRIEF INTRODUCTION

The aim of the training course is to increase and to enhance knowledges and skills of youth social workers on intercultural dialogue, inclusion and respect for diversity in their work with young people, particularly migrants/refugees/asylum seekers.

The target group is made of of 20 Youth Workers engaged at different levels in partner organizations that provides diversified skills and experiences (GUS – Italy, ICRP – Hungary, PROJUVEN – Spain, ANTIGONE – Greece).

Every training day ends with a daily reflection and evaluation.

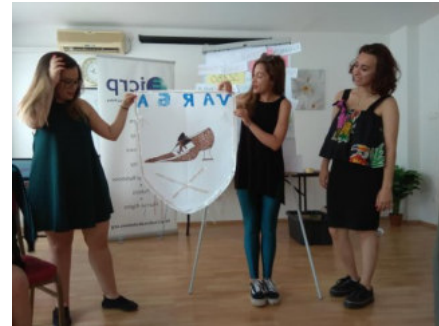
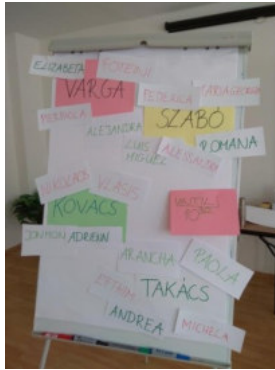
19/06/2018

- **“Good morning and say Hi!”**

The first activity is aimed to introduce the moderator to the group and to let the participants know each other. The group pursues ice-breaking performance like playing “musical chairs” and presentation of his own name associated with a gesture or a dance move. It’s very useful to get familiar with each other and to create a working atmosphere.

- **“Team building activity”**

The Group is divided in four teams and each team represents a Family: Varga, Szabo, Kovacs, Takacs. Every family draws a shield on a poster board.



The group gets in a circle and plays “Juggling Balls” to learn the participants’ name: participants throw and catch balls, and need to be able to speak and to hear one another’s names. This activity is aimed to remember the names of team-mates better, to energize the group and to encourage the cooperation process in the team.

- **“Write your thoughts”**

Each person of the group writes his/her thoughts on a post-it note and puts it on three different pillars: “I can offer”, “My expectations”, “My worries”. This activity is aimed to share thoughts with the rest of the group, to make connection between participants closer, finding similarities among opinions, to express how everyone feels on the very beginning.



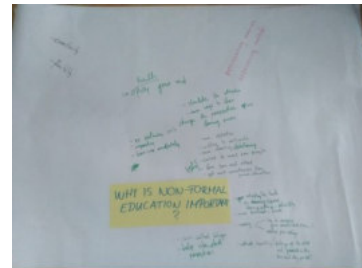
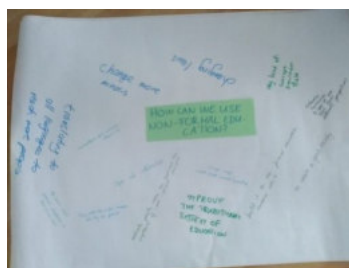
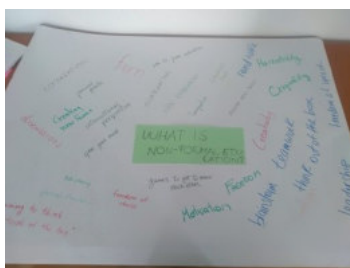
Lastly the group is divided in three teams which have to focus on different topics: developing creativity (to sing a song, to get a dance, to create a motto or a logo about), objects questing (to find different colors socks, to build a shoes pillar, to find foods), taking a group photo. This activity is aimed to continue getting to know each other on individual and group level, to create a friendly environment of mutual understanding, to break last barriers, to go out of the comfort zone and to increase everyone's limits.





- **“Non-formal learning” and “Can I come in?” role-play**

To discuss about what is non-formal learning and how can we use it, every member of the group has a post-it note (four different colors) on his/her back and all the people with the same color have to form subgroups without speaking. Then the group has a reflection about the importance of non-formal learning speaking and focusing on a role-play about asylum seekers.



- To play “Can I come in?”, a role-play about a group of refugees trying to escape to another country, the group is divided in three teams that represent borders officials, refugees and observers; Each team has to prepare arguments and tactics, has to decide whether to put arguments as a group or whether each member. In preparations each person has to decide his/her identity (age, gender, family relationship, wealth, religion and possessions). It stages a role-play to deeply understand to develop



knowledge and understanding about refugees and their rights, to understand the arguments for giving and denying refugees entry into a country, to promote solidarity with people who are suddenly forced to flee their homes.

Refugees' role card

Refugees' arguments and options

You should prepare your arguments and tactics; it is up to you to decide whether to put your argument as a group or whether each member, individually, takes responsibility for putting individual arguments. You can use these arguments and any others you can think of:

- It is our right to receive asylum.
- Our children are hungry; you have a moral responsibility to help us.
- We will be killed if we go back.
- We have no money.
- We can't go anywhere else.
- I was a doctor in my hometown.
- We only want shelter until it is safe to return.
- Other refugees have been allowed into your country.

Before the role-play, think about the following options:

- Will you split up if the immigration officers ask you to?
- Will you go home if they try to send you back?

You are to role-play a mixed group of refugees, so in your preparations each person should decide their identity: their age, gender, family relationships, profession, wealth, religion and any possessions they have with them.

Immigration officers' role card

Immigration officers' arguments and options

You should prepare your arguments and tactics; it is up to you to decide whether to put your argument as a group or whether each member, individually, takes responsibility for putting individual arguments. You can use these arguments and any others you can think of:

- They are desperate: we can't send them back.
- If we send them back we will be responsible if they are arrested, tortured or killed.
- We have legal obligations to accept refugees.
- They have no money, and will need state support. Our country cannot afford that.
- Can they prove that they are genuine refugees? Maybe they are just here to look for a better standard of living?
- Our country is a military and business partner of their country. We can't be seen to be protecting them.
- Maybe they have skills that we need?
- There are enough refugees in our country. We need to take care of our own people. They should go to the richer countries.



- If we let them in, others will also demand entry.
- They don't speak our language, they have a different religion and they eat different food. They won't integrate.
- They will bring political trouble.
- There may be terrorists or war criminals hiding among them

Before the role-play, think about the following options:

- Will you let all of the refugees across the border?
- Will you let some across the border?
- Will you split them up by age, profession, wealth...?
- Will you do something else instead?

Observers' role card

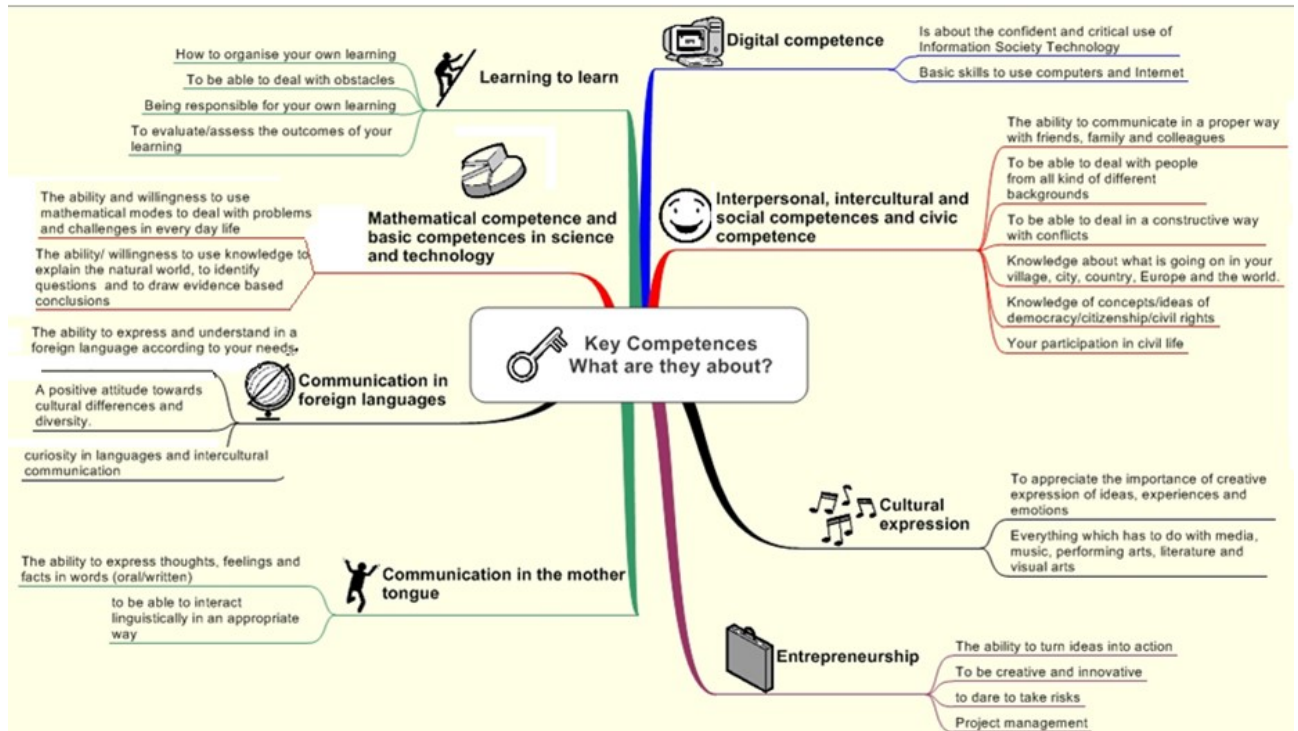
Your job is to observe the role-play. At the end of the role-play you will be asked to give general feedback. Choose a member to be your representative.

As you watch you should, amongst other things, be aware of:

- The different roles played by both the refugees and immigration officers
- The arguments they use and how they present them.
- Look out for any infringements of human and refugees' rights

You have to decide how you are going to take note of everything. For example, you may consider dividing into two sub-groups so one group observes the immigration officers and the other the refugees.

- **“Youthpass information”**





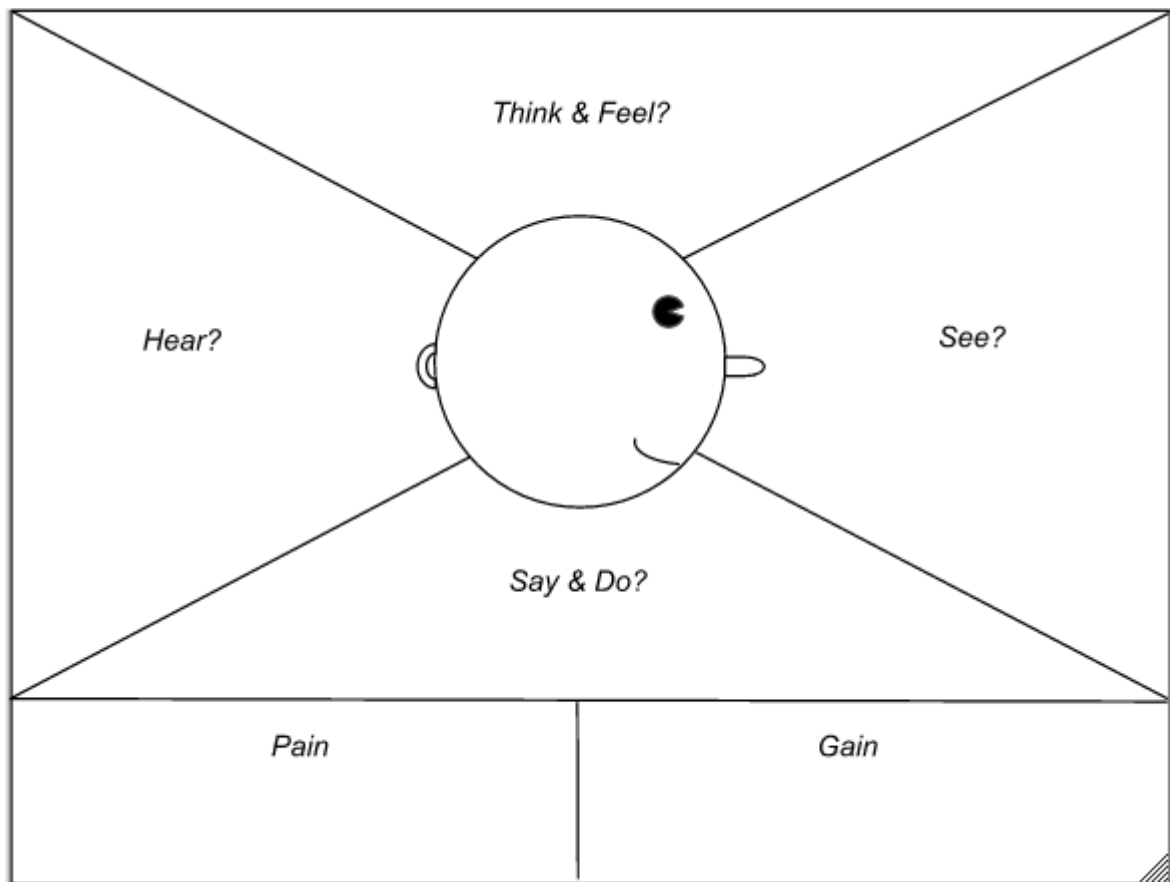
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- **“Prince, Castle, Earthquake”**

During this activity, aimed to energize participants, to break personal barriers, to learn how to react quickly and effectively, participants have to find a couple and create the castle for their princess. One participant, standing in the middle gives the commend to the others, saying one of three words: princess, castle or earthquake, which is accompanied with some gestures and movements. Everyone has to change his/her place according to the commend and if he/she don't do it in the certain time, is standing in the middle and it is his/her turn to lead the game.

- **“Introduction to the topic ‘migration and youth’”**

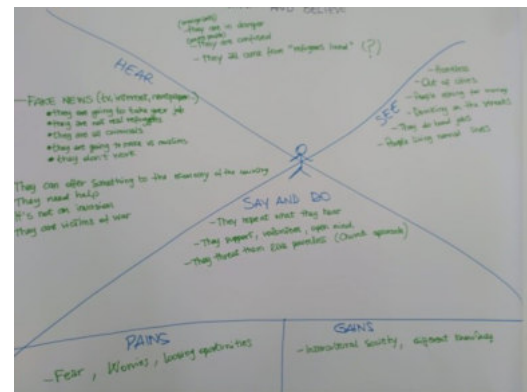
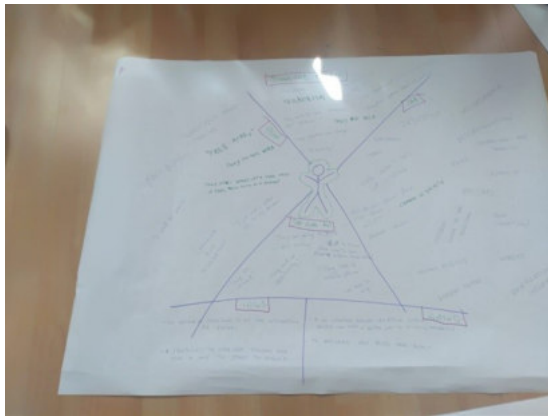
To start the reflection about migration, the group is divided in team of three persons that has to decide what would he/she bring with herself/himself in case he/she has to leave quickly from his/her country. This activity is aimed to focus which thoughts and feelings a person could experience when is in a big danger and has to decide quickly what he/she could really need in the near future. The second activity is achieved through the “Empathy Map”.

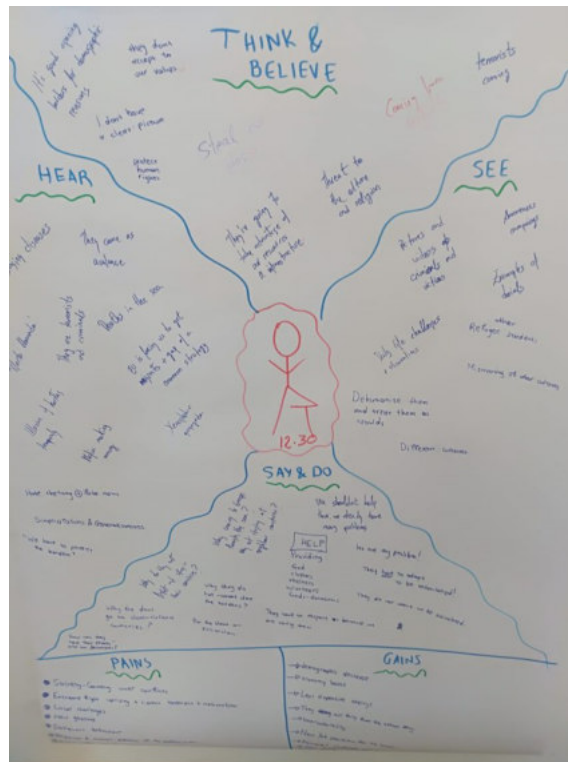


Every team has to fill the chart trying to describe the migration and welcoming experience of a young refugee.

“**See**” describes what the customer sees in his/her environment (what does it look like?, who surrounds him/her?, who are his/her friends?, which kind of offers is he/she exposed to daily?, what problems does he/she encounter?); “**Hear**” describes what the customer sees in his/her environment (what does his

friends say? his/her spouse?, who really influences him, and how?, which media channels are influential?); **“Think and Feel”** describes what is going on in his/her mind (what is really important to him/her?, which are his/her emotions?, what moves him?, what might keep him/her up at night?, which are his/her dreams and aspirations?); **“Say and do”** describes what the person might say, or how he/she might behave in public (what is his/her attitude?, what could he/she be telling others?, Which are the potential conflicts between what a person might say and what he/she may truly think or feel); **“Pain”** describes what is the person’s pain (which are his/her biggest frustrations?, what obstacles stand between him/her and what he/she wants or needs to achieve?, which risks might he/she fear taking?); **“Gain”** describes what is the person’s gain (what does he/she truly want or need to achieve?, how does he/she measure success?, which strategies might he/she use to achieve his/her goals?).

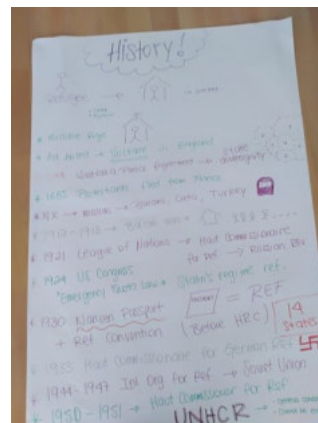
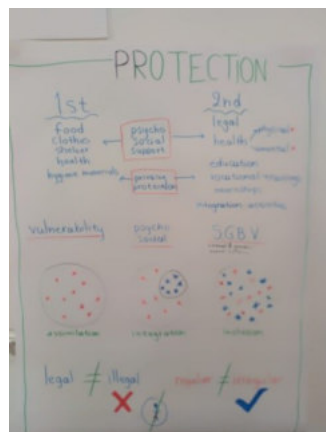
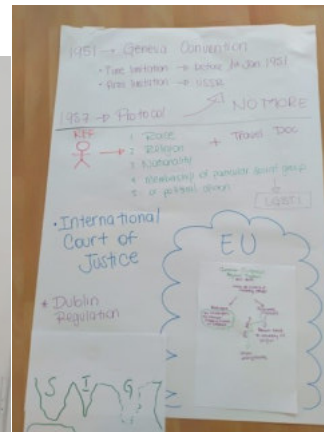
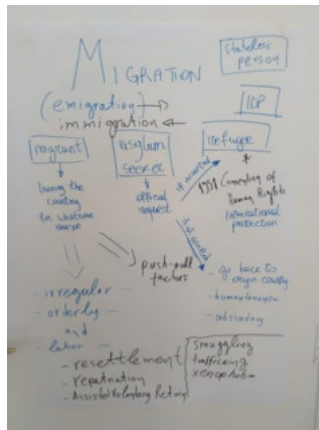




- **“Glossary of intercultural dialogue and social inclusion”**

Intercultural dialogue is a process that takes place between people with different backgrounds. It is guided by readiness, respect and openness; it is a dialogue between equals. The role of non-formal learning/education with respect to intercultural dialogue is to create spaces and conditions for it to happen, to support participants in understanding and overcoming their stereotypes and prejudices, in being open and motivated to cooperate for a better, fairer and more inclusive society. Intercultural dialogue enables people with different perspectives and worldviews to work and live together. Intercultural dialogue and related concepts are explained below from the perspective non-formal learning/education activities.

The Group is divided in four teams to brainstorm and draw billboards and to realize some activities about four topics: “migration glossary”, “legal frame works”, “protection system”, “social inclusion games and role-play to present issues to the youth”.



A very significant game about social inclusion is “Take a step forward” in which we are all equal, but some are more equal than others. In this activity participants experience what it is like to be someone else in their society: the group is on a starting line and a moderator hands out role cards at random, one to each participant, telling them to keep it to themselves and not to show it to anyone else. Moderator



reads out a list of situations or events and every time that they can answer "yes" to the statement, they should take a step forward, otherwise, they should stay where they are and not move. At the end everyone is invited to take note of their final positions. The main purposes of the role-play are to promote empathy with others who are different, o raise awareness about the inequality of opportunities in society, o foster an understanding of possible personal consequences of belonging to certain social minorities or cultural groups.

Role cards

You are an unemployed single mother.	You are an Arab Muslim girl living with your parents who are devoutly religious people.
You are the daughter of the local bank manager. You study economics at university.	You are the 19-year-old son of a farmer in a remote village in the mountains.
You are a soldier in the army, doing compulsory military service.	You are a disabled young man who can only move in a wheelchair.
You are a 17-year-old Roma (Gypsy) girl who never finished primary school.	You are an HIV positive, middle-aged prostitute.
You are an unemployed schoolteacher in a country whose new official language you are not fluent in.	You are a 24-year-old refugee from Afghanistan.
You are an illegal immigrant from Mali.	You are the president of a party-political youth organisation (whose "mother" party is now in power).
You are the son of a Chinese immigrant who runs a successful fast food business.	You are the daughter of the American ambassador to the country where you are now living.
You are the owner of a successful import-export company.	You are a retired worker from a factory that makes shoes.
You are the girlfriend of a young artist who is addicted to heroin.	You are a 22-year-old lesbian.
You are a fashion model of African origin.	You are a homeless young man, 27 years old.

Situations and events

Read the following situations out aloud. Allow time after reading out each situation for participants to step forward and also to look to see how far they have moved relative to each other.

- You have never encountered any serious financial difficulty.
- You have decent housing with a telephone line and television.
- You feel your language, religion and culture are respected in the society where you live.
- You feel that your opinion on social and political issues matters, and your views are listened to.
- Other people consult you about different issues.
- You are not afraid of being stopped by the police.
- You know where to turn for advice and help if you need it.
- You have never felt discriminated against because of your origin.
- You have adequate social and medical protection for your needs.
- You can go away on holiday once a year.
- You can invite friends for dinner at home.
- You have an interesting life and you are positive about your future.
- You feel you can study and follow the profession of your choice.
- You are not afraid of being harassed or attacked in the streets, or in the media.

- You can vote in national and local elections.
- You can celebrate the most important religious festivals with your relatives and close friends.
- You can participate in an international seminar abroad.
- You can go to the cinema or the theatre at least once a week.
- You are not afraid for the future of your children.
- You can buy new clothes at least once every three months.
- You can fall in love with the person of your choice.
- You feel that your competence is appreciated and respected in the society where you live.
- You can use and benefit from the Internet.



The second game consists in creating several and different characters that in our culture represents category of people which are usually marginalized or could be victims of hate crime, and write them in a small paper. In the second step a person has to put the small paper on his/her forehead, without reading it, and the rest of the group has to give description sentences to allow him/her to guess the character. The aim of the game is to better understand clichés, bias and stereotypes in our civilization.



- **“U-ca-cha”**

The group activity starts with an ice-breaking game called “U-ca-cha”. Everyone stands in a circle facing inwards. One person starts by saying the first phrase “U” , when saying this he/she must indicate to a person next to him/her with his/her arms. When a person “is hit”, he/she must stretch his/her arms forward and say “CA”. The two persons on the right and on the left have to answer “CHA” and move their arms to the belly of the central one. At this point the hit one has to indicate another person saying “U” and starting again the game. It is a energizer game that encourages socialization.

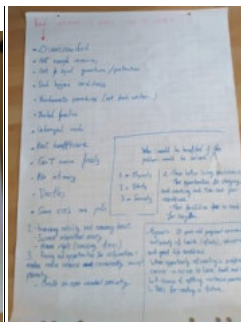
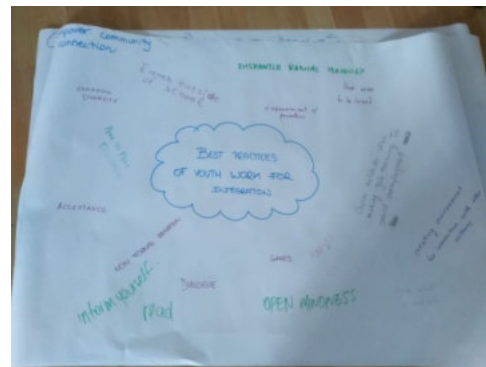
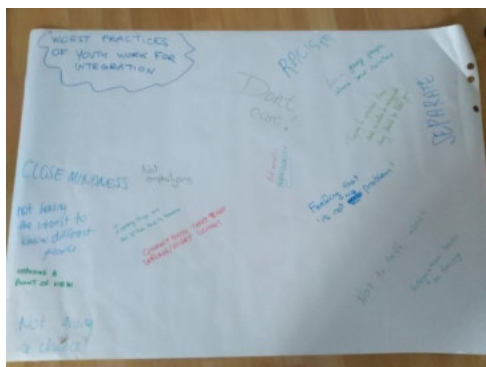


- **“How youth work can make difference in integration: prevent radicalization and racism”**

The group makes a brainstorm activity to go deeper in the topics and to find out ideas about it.

Youth work activities are usually of a social, cultural, educational and/or political nature focused both on individuals and groups organized by, with and for young people, aimed mostly at the cultivation of associative life and the promotion of self-government experiences. There is also a common agreement that youth work has a diverse range of fields, goals and methods of intervention. In general, youth work is considered to be educative, empowering, participative, expressive and inclusive in cultivating the imagination, initiative, integration, involvement and aspiration of young people.

There are three billboards about “Best practices of youth work for integration”, “Worst practices of youth work for integration”, “Best practices to prevent radicalization” and every person has to put his/her thoughts on it.





21/06/2018

- **Reporting in intercultural dialogue: issues in my country**

The idea of intercultural dialogue is a fresh starting point for the recognition of difference and diversity of European societies. These differences of opinion, viewpoint, and values exist not only within each individual culture but also between cultures.

Dialogue seeks to approach these multiple viewpoints with a desire to understand and learn from those who do not see the world in the same way as oneself. An effective dialogue, therefore, is an enriching and opening interaction which encourages the respectful sharing of ideas and an exploration of the different thought-processes through which the world is perceived and understood. This interaction would emphasize opportunities for broadened and deepened self-knowledge and worldview. As a process, it would encourage an identification of the boundaries that define individuals, and then ask them to relate across those boundaries and even to call them into question.

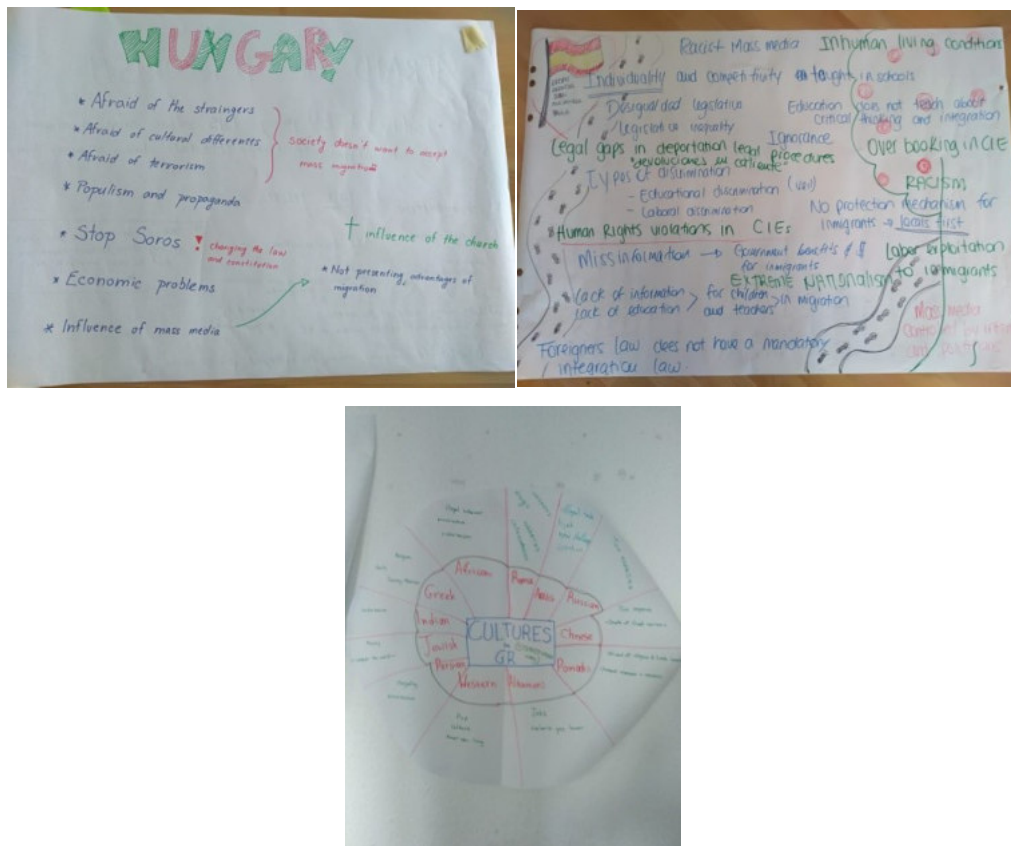
The group starts this activity with a role-play called “**Throwing stones**”, to look at the reasons why people engage in violent acts, to develop skills to respond to violence in a non-violent manner, to promote a sense of compassion, justice and responsibility.

Participants are divided in three teams aimed to recall an incident when they felt angry or frustrated and when they felt the desire to do something destructive. The issues are about Gipsy, Muslim and Patriotic and the teams have 30 minutes to prepare a short role play that shows an incident, and which ends in the act of being about to throw a stone.

Questions for consideration:

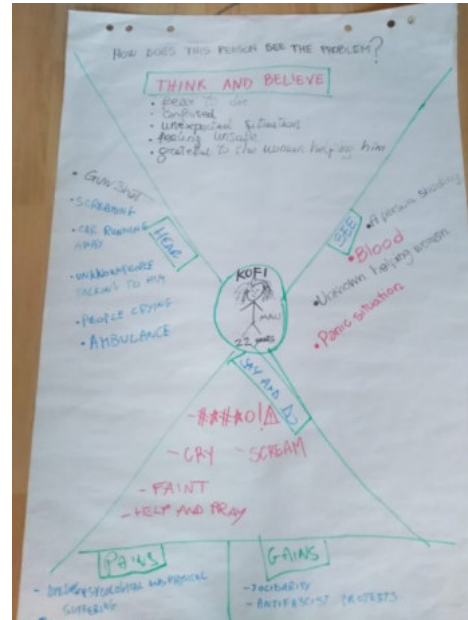
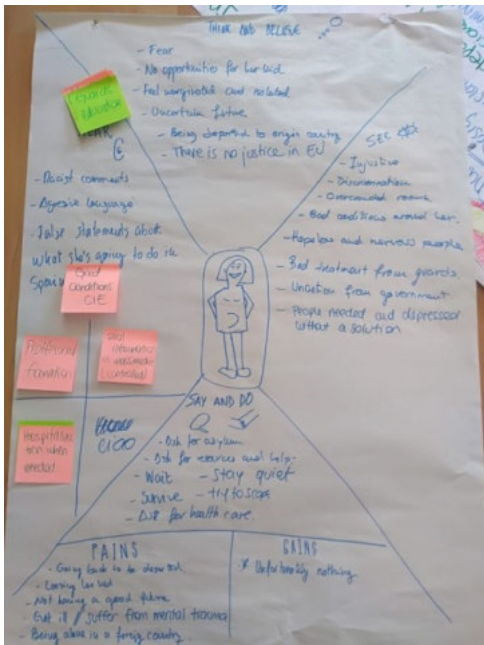
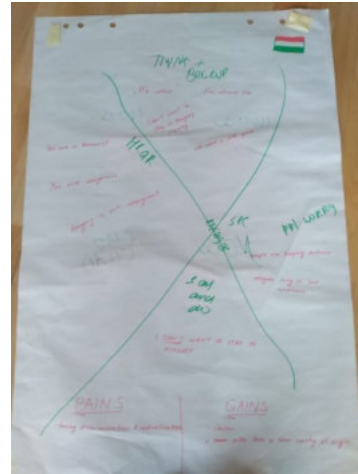
- ✓ Who is this person and at what or whom are they throwing the stone?
- ✓ What is the relationship between the person who is throwing and the object or person at whom they are throwing the stone?
- ✓ Is there anyone with them or are they alone?
- ✓ If there are others present, how are they involved in this incident, if at all?
- ✓ What does the person want to achieve by throwing this stone?
- ✓ What have been the events leading up to throwing this stone: is it an impulsive gesture, or has it been planned?
- ✓ Was there one particular event that triggered the decision to throw the stone?
- ✓ What feelings are going through the person’s mind as he or she prepares to throw it?

✓ What feelings or frustrations went through his or her mind in the period leading up to this act?
 The second step of the activity is about intercultural dialogue issues and the group is divided in four teams according to the nationality: Hungary, Greece, Italy and Spain. Every team has to discuss and to draw a billboard about the different points of view in its Country aimed to explore and share different contexts.



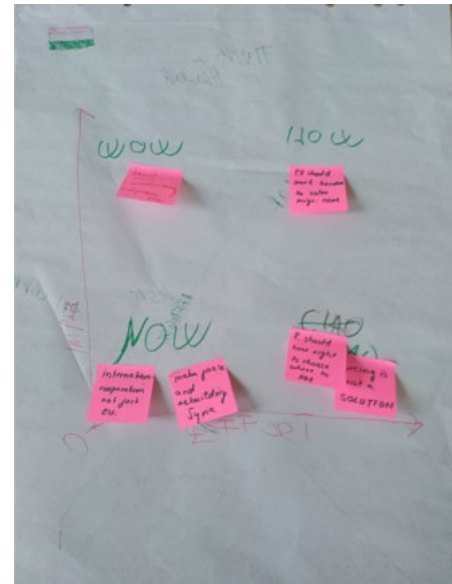
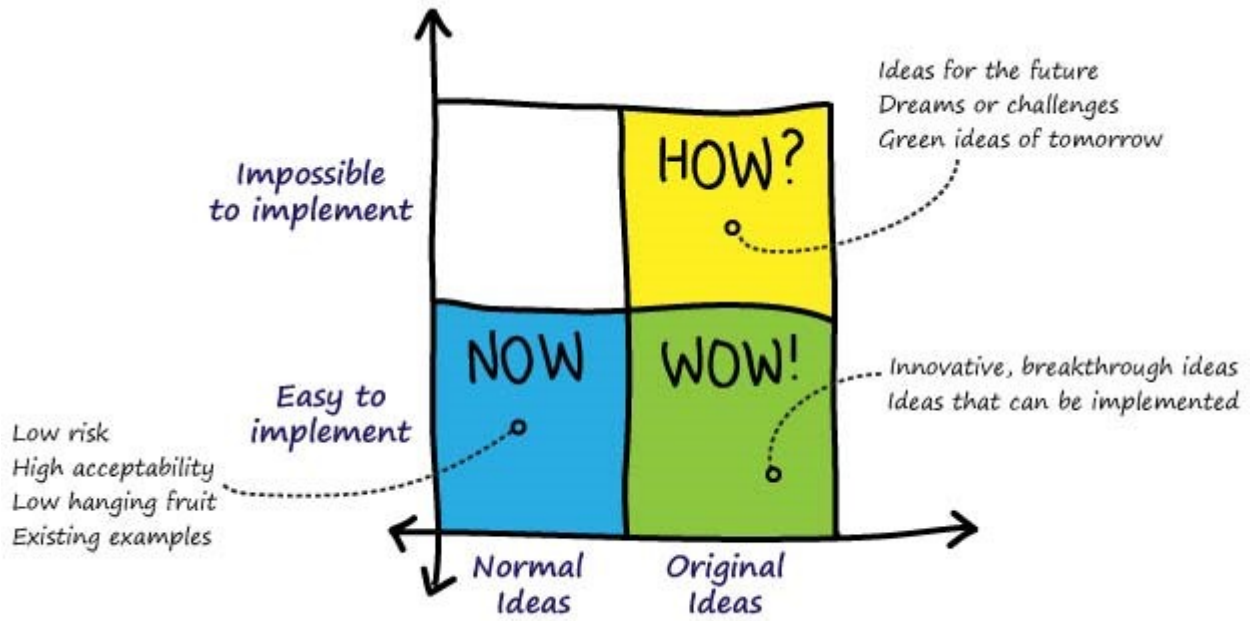
• **Diversity in practice: different values, discussion and agreement**

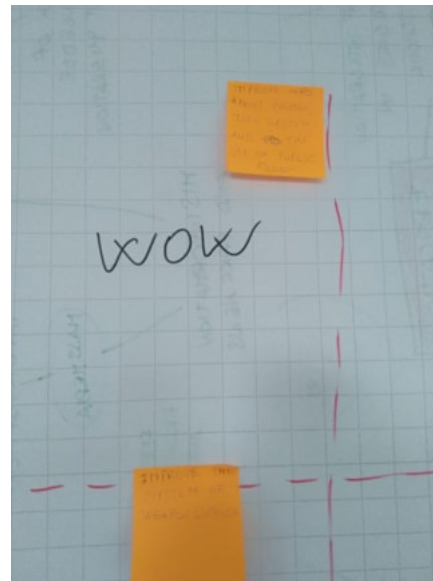
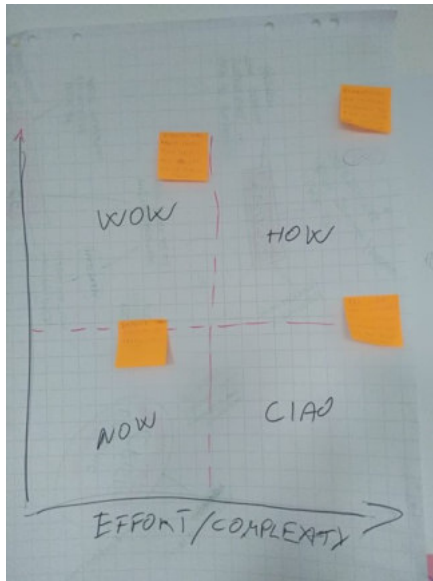
The group, in the first step, divided in four teams according to the nationality and using the “Empathy Map”, analyses and draws a billboard about a case study in the different Countries.



In the second step each team has to think about the possible solutions to integration problems, to social marginalization and has to put them on post-it notes.

To complete the activity each team hitches its post-notes on a "Know-How-Wow Diagram" aimed to understand deeper how to arrange strategies and policies.





- **Inclusion in youth refugee and migration**

The group is divided in three teams and realizes a role play aimed to find a solution about intercultural problems. The purpose of the game is to analyze situations that could create a hostile environment because of the cultural differences and to practice problem solving strategies to reach a common ground.

The case studies are the following:

- ✓ You are living in a country where pork eating is an important element of traditional cooking. In the village school, muslim families have problems with the food that is often pork. Christian families feel angry that “They want to change our food too” and say things like “they should be happy to be here, not to change how we live”. The small village school’s kitchen has limited capacity. The director of the school tries to find a solution for this problem.
- ✓ Christmas is approaching, the city always used to have a huge Christmas tree on the main square. However the local muslim community feels very bad about it, and they voice their disagreement that only Christian symbols may be on the street, none of theirs. The major is concerned what to do, since he is afraid that if he forbids to set a Christmas tree, right wing radicals will become much stronger in the city.



- ✓ In the local weekly newspaper a caricature of Mohamed was published. The local muslim community is outraged and threatens the editors with different things. Xenophobic voices are getting stronger as others get angry too because "But they can publish caricatures of Jesus as well, catholic church still does not threaten anyone". They say the freedom of speech should be the first priority. The major organizes a meeting with the editors and other parties to solve this issue.

22/06/2018

- **Study visit**

The group visits the headquarters of the "Dialogue Platform Association", a civic movement that believes in the possibility of cooperation between civilizations rather than the "clash of civilizations" that defines today's international political climate, in many ways, and therefore acts with people of different religions, mindsets and parties, for a hoped-for peaceful world. It is a platform for tolerance, dialogue, cooperation and peaceful coexistence between civilizations. This requires more hearing, but above all, listening to each other without prejudice. All of its events, educational and artistic programs are driven by this endeavor.

The Association also organizes event to promote and support intercultural dialogue and integration.

www.dialogusplatform.hu

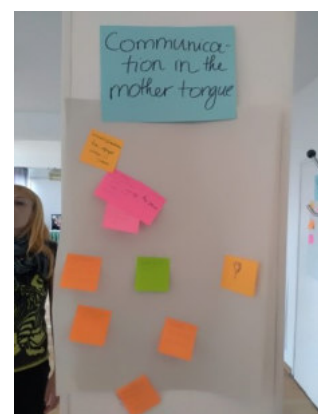
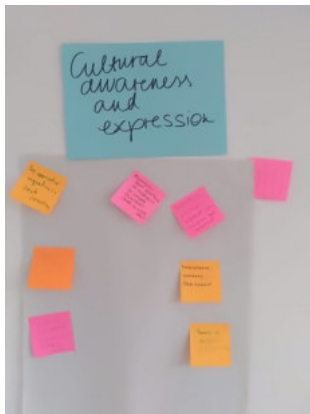
www.szubjektiv.org/en/

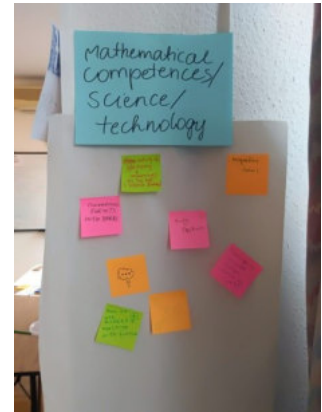
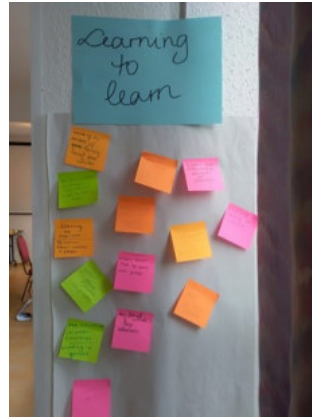
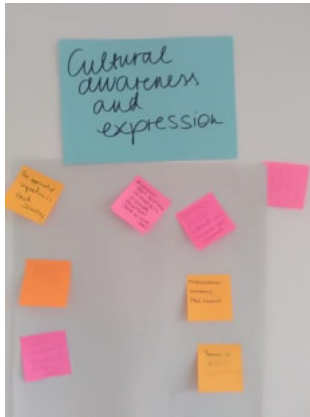
migrantcommunities.blog.hu



- **Dissemination, final evaluation**

The group makes a brainstorming about reached expectations and has to put post-it notes on several pillars that represent the Youthpass skills.







At last the group writes on a billboard ideas for follow-up and expectations for the next project.

