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FOR POSITIVE SOCIAL CHANGE
48-HOUR CAPACITY BUILDING



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CENTER ROG



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About The Project

"Act & Art for Positive Social Change" is an innovative project that aims to foster social inclusion and address the challenges faced by disadvantaged and marginalized groups, including individuals with a migrant background, refugees, and other underserved communities. The project is designed to overcome barriers and create inclusive environments that promote equity, equality, and community responsiveness.

Central to the project's objectives is equipping youth workers with the necessary skills and knowledge to engage young people in activities that drive positive social change. By creating a safe, secure, and supportive environment, the project ensures that young people's voices and perspectives are valued and heard.

The project focuses on three key areas: enhancing the quality and innovation of youth work, facilitating the reception and integration of refugees and migrants, and utilizing creativity, arts, and culture. By exploring how creativity and youth work can contribute to the social inclusion of young people with migrant and refugee backgrounds, the project strives to make a significant impact within our communities

To achieve its goals, the project develops several valuable outputs and plans diverse activities. These outputs include an assessment report that helps identify specific challenges and needs, a comprehensive training program tailored for youth workers, a special toolbox comprising various art and creativity tools relevant to youth work, and an online platform to facilitate knowledge sharing and collaboration.

Through its multifaceted approach and collaborative efforts, the "Act & Art for Positive Social Change" project aims to foster social inclusion, break down barriers, and create a more equitable and inclusive society for young people with migrant and refugee backgrounds.

This training program gives details about the training program.

For more information about the project, you can visit [project website](https://actandart.net)



About The Training Program

Welcome to the Act&Art Training Program, a comprehensive and innovative capacity-building initiative aimed at supporting youth workers in promoting the social inclusion of refugee and migrant youth through art and creativity. This training program has been carefully designed to equip youth workers with the knowledge, skills, and tools necessary to foster inclusivity, address the unique needs of marginalized young people, and promote positive social change.

Methodology:

The Act&Art Training Program is a 48-hour modular program that embraces a participant-oriented approach, ensuring an engaging and interactive learning experience. Drawing on non-formal education principles, the program utilizes a variety of methodologies, such as scenarios, role-playing, round table work, planning sessions, case analyses, and group activities. These methods encourage active participation, collaboration, and the exchange of ideas among the youth workers, allowing for a dynamic and enriching training environment.

Main Features:

Tailored Content: The training program is specifically designed to address the needs identified through comprehensive research studies conducted prior to its development. It covers a wide range of topics as digitalization of non-formal youth work, conflict management, risk prevention, and using art and culture as tools for social inclusion.

Flexibility: The training program is designed to be flexible, allowing for adaptation to different cultural contexts and integration into existing programs. It offers six sub-modules that can be combined or used separately based on the specific needs and objectives of the participating youth workers and organizations.





Digital Tools and Non-Formal Methods: Embracing the advancements in technology and the evolving nature of youth work, the training program incorporates digital tools and non-formal methods. By harnessing the power of digital platforms and resources, youth workers can effectively engage with young people and enhance their social inclusion efforts.

Assessment and Recognition: The training program incorporates assessment tools that help evaluate the learning outcomes and impact of the training. This enables youth workers to track their progress, identify areas for improvement, and validate their achievements.

Production Process:

The development of the Act&Art Training Program involved a collaborative effort among the project partners, leveraging their expertise in Erasmus+ projects, non-formal education, and youth work. Led by Green Muse and European Development Institute, the primary responsibility of ensuring training principles, quality procedures, and overall project coordination was undertaken. Partners contributed their experience and expertise in non-formal methods to shape the program content.

The production process followed a systematic approach:

- Researching and Identifying Needs
- Youth Work & Training Principles and Quality
- Tools and Resources
- Testing and Assessment
- Translation and Dissemination

The Act&Art Training Program represents a unique opportunity for youth workers to enhance their professional skills, develop innovative approaches, and contribute to the social inclusion of refugee and migrant youth. The program's flexibility, digital focus, and comprehensive content ensure its applicability in diverse cultural contexts, making it a valuable resource for organizations and individuals working towards social change and inclusivity.



Module 1 – Introduction to Migration





This sub-module is crafted to equip youth workers with the essential knowledge, skills, and attitudes needed to effectively engage with the challenges faced by refugees and immigrants. In this module, we designed two specific workshops, “Creating a Persona & Improving Awareness and Empathy” and “Act&Art Digital Dictionary”, each lasting 3 hours, totaling 6 hours. This module aims to achieve several key objectives, enhancing your capacity to make a positive impact by:

1. Developing Empathy and Understanding towards Refugees:
 - Increasing awareness of the challenges and experiences faced by refugees.
 - Creating a realistic persona to gain a deeper understanding of their situation.
2. Enhancing the Ability of Youth Workers to Relate to Refugees:
 - Recognizing the needs and challenges faced by refugees.
 - Building a stronger connection and rapport with refugees.
3. Promoting a Positive Attitude towards Refugees and Their Integration:
 - Encouraging youth workers to foster a welcoming and inclusive environment.
 - Promoting open-mindedness and appreciation for cultural diversity.
4. Familiarizing Participants with Basic Terms Related to Migration:
 - Providing a foundational understanding of relevant terminology.
 - Ensuring participants are equipped with the necessary language to engage in discussions on migration.
5. Developing Critical Thinking and Decision-Making Skills:
 - Increasing knowledge of the criteria for granting asylum under international law.
 - Encouraging thoughtful analysis and decision-making based on these criteria.
6. Cultivating Empathy and Awareness of Human Rights Issues:
 - Understanding the personal stories of asylum seekers and their impact.
 - Creating an awareness of the complexity and consequences of decision-making on the lives of asylum seekers.

The content is divided into specific modules to systematically address different aspects of youth workers' training in the field of migration. Each module is designed to focus on particular skills, knowledge, or attitudes, providing a structured and comprehensive learning experience. The modules are designed for a sequential approach, allowing participants to build a foundation gradually, understand essential concepts, and develop their expertise progressively in the field of migration.





9.00 - 9.30	Get to Know & Icebreaker Activities
9.30 - 11.00	Creating a Persona & Improving Awareness and Empathy
11.00 - 11.30	Break
11.30 - 13.00	Creating a Persona & Improving Awareness and Empathy
13.00 - 14.00	Lunch
14.00 - 15.30	Act & Art Digital Dictionary
15.30 - 16.00	Break
16.00 - 17.30	Act & Art Digital Dictionary
17.30 - 18.00	Reflection & Closure





Name of the Session:

Creating a Persona & Improving Awareness and Empathy (*Les Creatives de Demain*)

Duration: 3 hours

Participants' Profile:

Youth workers or prospective youth workers working in the field of migration

Language of the Training: English

Focused Skills:

- Empathy Skills
- Communication skills

Training Objectives:

- To increase the empathy and understanding of youth workers towards refugees.
- To help youth workers create a realistic persona that represents a refugee and understand their situation.
- To enhance youth workers' ability to relate to refugees and recognize their needs and challenges.
- To encourage youth workers to develop a more positive attitude towards refugees and their integration into the host society.

Instructional Materials:

- Pens and paper for each participant
- Flipchart paper and markers for the group discussions
- Appendix 1 – Empathy vs Sympathy Example (https://assets.ltkcontent.com/images/83174/sympathy-vs-empathy_27c5571306.jpg)
- Appendix 2 – Persona Template (https://xtensio.com/wp-content/uploads/2021/10/Thumb-User-Persona_result.webp)
- Appendix 3 – Empathy Map (<https://media.nngroup.com/media/editor/2022/12/08/empathy-map-structure.jpg>)



Introduction

- Welcome and brief introduction of the topic
- Icebreaker: Have participants share one thing they are grateful for in their lives

What is Empathy?

- Discuss the concept of empathy and its importance in working with refugees
- Use an example to demonstrate empathy vs. sympathy (Appendix-1)
- Facilitate a short group discussion on the importance of empathy in the field of migration

Developing a Persona

- Divide participants into pairs
- Have each pair create a persona of a refugee, including their name, age, gender, country of origin, and a brief description of their situation
- Give participants time to work on their personas
- Ask each pair to present their persona to the group

Developing Empathy

- Ask participants to choose one persona that they would like to work with
- Provide each participant with a sheet of paper with the persona they chose
- Ask participants to spend 10-15 minutes writing down what they think their persona would be feeling, thinking, and experiencing
- After the writing exercise, ask participants to share their thoughts and discuss their empathy for their persona

Using Empathy in Working with Refugees

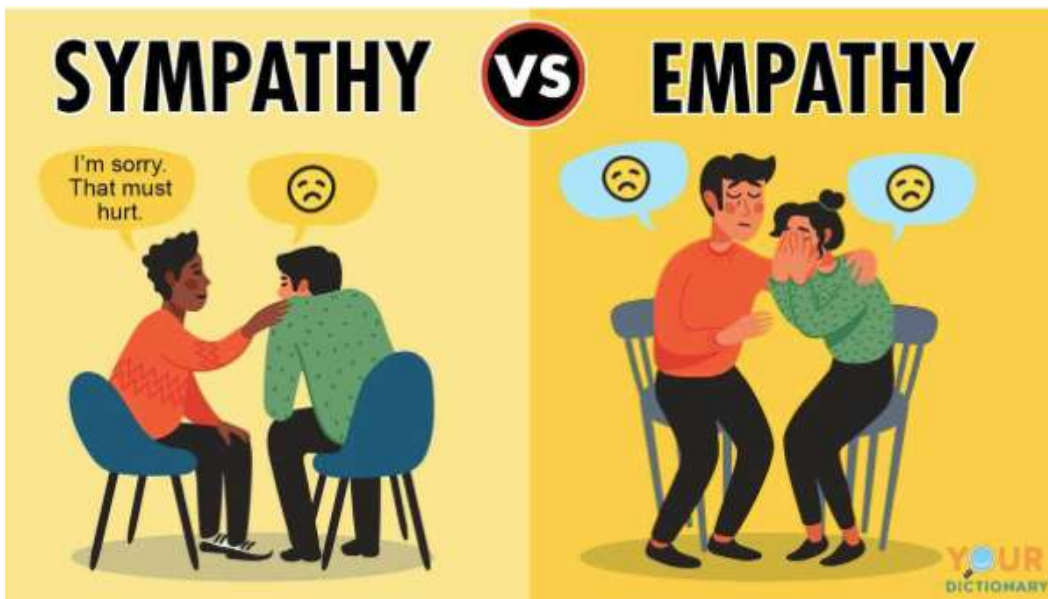
- Facilitate a group discussion on how empathy can be used in working with refugees
- Discuss some practical ways that empathy can be used to build trust and rapport with refugees

Conclusion

- Summarize the key takeaways from the workshop
- Encourage participants to continue developing empathy in their work with refugees



Appendix 1 – Empathy & Sympathy Example



Appendix 2 – Persona Template

User Persona Name

Test 1 Test 2 Test 3 Test 4

Goals

- A task that needs to be completed.
- A life goal to be reached.
- Or an experience to be felt.

Frustrations

- The challenges this user would like to avoid.
- An obstacle that prevents this user from achieving their goals.
- Problems with the available solutions.

Bio

The bio should be a short paragraph to describe the user's journey. It should include some of their history leading up to a current use case. It may be helpful to incorporate information listed across the template and add pertinent details that may have been left out. Highlight factors of the user's personal and professional life that make this user an ideal customer of your product.

Motivation

Incentive	High
Fest	Low
Growth	Medium
Power	Low
Social	High

Brands & Influencers

Three placeholder icons for brands and influencers.

Personality

Introvert	Extrovert
Thinking	Feeling
Sensing	Intuition

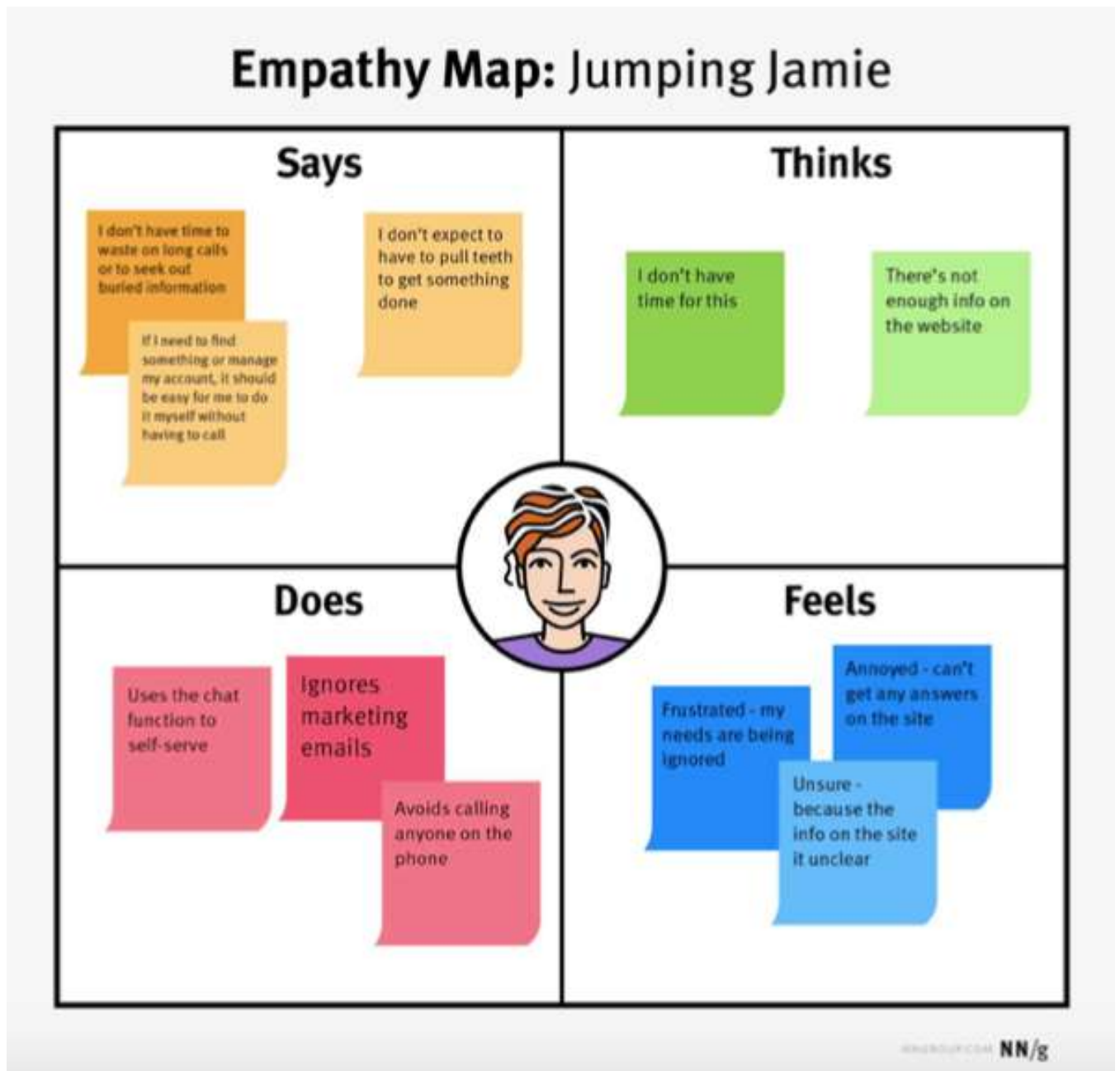
Preferred Channels

Traditional Ads	Low
Online & Social Media	High
Referral	Medium

A quotation that captures this user's personality.

Age: 1-100
Work: Job Title
Family: Married, kids, etc.
Location: City, State
Character: Archetype

Appendix 3 – Empathy Map





Name of the Session:

Act&Art Digital Dictionary (Green Muse e.V.)

Duration: 3 hours

Participants' Profile:

Youth workers or prospective youth workers working in the field of migration

Language of the Training: English

Focused Skills:


- Digital Skills
- Vocabulary skills

Training Objectives:

- Participants will be able to identify the basic terms related to migration.

Instructional Materials:

- Laptop
- Internet connection
- Electricity (for laptops)
- Web tools (Canva, Piktochart, or Venngage)
- Appendix 1 - <https://www.unhcr.org/glossary/>
- Appendix 2 - <https://menti.com/>
- Appendix 3 - Sample keywords list



The workshop aims to motivate youth workers to research and learn terms frequently used in the field of migration and understand the differences between similar ones. The instructions below should be followed by the facilitator:

The facilitator opens Menti.com and asks participants “Which keywords comes into your mind when we talk about migration?”. Participants send their answers and the most frequent used ones are determined by the facilitator. Then, the facilitator divides participants into groups and assigns some words to each groups and gives the instructions below:

- Identify the words related to migration that you want to include in the infographic.
- Research each word to find the most important information and statistics related to it.
- Determine the key messages you want to convey about each word, such as its definition, examples of its use in context, and related statistics or data.
- Decide on the layout and design of the infographic, including the images, charts, and graphs you want to include.
- Use a tool like Canva, Piktochart, or Venngage to create the infographic. These tools provide a variety of templates, icons, and images to help create an engaging and visually appealing infographic.
- Once the infographic is complete, share it with the participants and encourage them to use it as a reference when learning about the 30 words related to migration.

Tips

- *The facilitator should show some sample infographics, infographic design platforms, and basically show participants how to use them.*
- *The words below are example key words. You can consider the ones most used in your workshop.*
- *All groups may be assigned with creating infographics with a specific amount of key words. All groups cannot create infographics for 30 key words. It takes a lot time.*

Then, they're expected to complete their tasks. The outputs are presented after all groups complete their assignments. Infographics are a great way to present complex information in a simple and visually appealing way, making it easier for your participants to understand and retain the information.



Appendix 3 – Sample key word list

You can find the 30 keywords below:

1. Migrant
2. Immigration
3. Refugee
4. Asylum
5. Integration
6. Citizenship
7. Resettlement
8. Remittances
9. Emigration
10. Border
11. Human trafficking
12. Diaspora
13. Transit
14. Nationality
15. Visa
16. Alien
17. Ethnicity
18. Brain drain
19. Family reunification
20. Undocumented
21. Repatriation
22. Deportation
23. Statelessness
24. Forced migration
25. Irregular migration
26. Push-pull factors
27. Transnationalism
28. Migration policy
29. Asylum seeker
30. Human rights



Module 2 – Communication for Inclusion





The second module of the program is "Module 2 - Communication for Inclusion." This module consists of four workshops, namely (I) May I Stay, (II) Intercultural Dialogue, and (III) Culturally Aware Communication: Mainstreaming interculturality. The module is designed to enhance the communication skills of youth workers through the implementation of these workshops. The objectives of the module can be summarized as follows:

- To develop effective communication skills for youth workers to promote inclusivity and understanding.
- To enhance intercultural dialogue and empathy, fostering respect for diverse perspectives.
- To build awareness of cultural differences and develop culturally sensitive communication strategies.
- To strengthen problem-solving and conflict resolution skills for working with diverse target groups.
- To empower youth workers to support and engage with young refugees and migrants effectively.
- To foster an understanding of the psychological background of the target group to ensure appropriate communication and support.





9.00 - 9.30	Get to Know & Icebreaker Activities
9.30 - 11.00	"May I Stay"
11.00 - 11.30	Break
11.30 - 13.00	Intercultural Dialogue
13.00 - 14.00	Lunch
14.00 - 15.30	Intercultural Dialogue
15.30 - 16.00	Break
16.00 - 17.30	Culturally Aware Communication: Mainstreaming interculturality
17.30 - 18.00	Reflection & Closure





Name of the Session:

"The Role-Play: May I stay"

Duration: 1,5 Hours

Trainer and programme developed by:

Katja Mrak and Romana Zajec on behalf of APIS Institute

Language of the Training: English

Focused Skills:

- Critical Thinking
- Problem Solving
- Effective Communication
- Empathy and Cultural Awareness
- Advocacy and Activism
- Project Management
- Research and Analysis
- Interpersonal Skills
- Self-awareness and self-reflection


Training Objectives:

1. Foster understanding of the personal stories of asylum seekers.
2. Increase knowledge of the criteria for granting asylum under international law.
3. Develop skills in decision-making based on these criteria.
4. Encourage empathy and critical thinking in the context of international human rights issues.
5. Create awareness of the complexity and impact of decision-making on the lives of asylum seekers.



Instructional Materials:

1. Personal stories of asylum seekers (at least 4 stories) based on true events.
2. Guidelines for the commission that outline the legal bases for granting asylum or rejecting the request.
3. Basic guidelines on decision-making criteria in the context of international human rights law.
4. Materials for note-taking and recording decisions for each group.
5. A presentation or discussion of the key principles and concepts related to asylum seekers and international human rights law.
6. Another instructional material required is a list of solutions to asylum claims with explanations for the trainer. This list will help the trainer guide the commission members in making their decisions and provide them with a clear understanding of the legal basis for granting or rejecting asylum requests. The solutions list should include various scenarios (solution for each personal story under point 1) and explanations that illustrate the legal criteria for granting asylum under international human rights law.
7. Flipchart and markers for noting the main points of the debriefing.
8. Detailed notes for the trainer that outline the process of the workshop, including a time frame for each step. These notes will help the trainer facilitate the exercise and ensure that the workshop runs smoothly and efficiently.
9. A list of questions for the debriefing session. These questions should be designed to encourage participants to reflect on their experience and learning outcomes and provide feedback on the effectiveness of the exercise in achieving its objectives. The debriefing session should be conducted at the end of the workshop to allow participants to share their thoughts and insights with the group.
10. [Appendix - May I Stay](#)



An informal method of practice aimed at promoting understanding of personal stories of asylum seekers and the criteria for granting asylum. The method involves role-playing games where participants are divided into groups to discuss personal stories of asylum seekers based on true events. Within each group, half become decision-makers who listen to the story and determine whether the asylum seeker will be granted asylum or not. The other half presents their personal stories and arguments for the international protection to be granted. The exercise also includes additional steps that are presented at the end of the stories. The goal of the exercise is to understand the personal stories of asylum seekers and to strengthen understanding of international law criteria for granting asylum.

Guidelines for the Trainer to Implement the activity:

1. Introduction (15 minutes)

- Introduce yourself and briefly explain the purpose of the workshop.
- Ask participants to introduce themselves and share their expectations from the workshop.
- Provide a brief overview of the exercise and its objectives.
- Explain the guidelines for the exercise and the roles of the participants.

2. Group Division (5 minutes)

- Divide the group into at least four subgroups.
- Provide each group with a personal story of an asylum seeker.

3. Role Play (45 minutes)

- Each subgroup should assign two or three participants to act as the commission, while the rest of the participants will act as the asylum seeker.
- The asylum seeker presents their personal story to the commission, and the commission decides whether to grant asylum or reject the request.
- The commission explains their decision and the legal basis for it.



4. Debriefing (20 minutes)

- Ask participants to reflect on the exercise and share their insights and learning outcomes.
- Provide feedback on the effectiveness of the exercise and its alignment with the learning

objectives.

5. Reconnection Activity (5 minutes)

- Bring the group back together and conduct a quick reconnection activity, such as a group discussion or a game.

Note: The timeframe of each step may vary depending on the size of the group and the level of engagement of the participants. The trainer should be prepared to adjust the time frame to ensure that the exercise is completed within the given timeframe.





Name of the Session:

Intercultural Dialogue (Les Creatives de Demain)

Duration: 3 Hours

Participants' Profile:

Youth workers or prospective youth workers working in the field of migration

Language of the Training: English

Focused Skills:

- Communication skills
- Teamwork skills

Training Objectives:

- To promote intercultural understanding by enabling participants to experience and understand the perspectives of others.
- To enhance empathy and communication skills through role-playing activities.
- To develop awareness and respect for cultural differences through reflection and discussion.

Instructional Materials:

- Paper, pens,
- Sticky-notes
- Appendix 1 – Sample Scenarios





I. Introduction

1. Greetings and welcome from the facilitator
2. Brief overview of the workshop objectives and agenda
3. Icebreaker activity to help participants feel more comfortable with each other

II. Role-playing Activities

1. Divide participants into small groups of 4-5 people
2. Assign each group a role-playing scenario that involves intercultural interactions and potential misunderstandings or conflicts (e.g. a customer service interaction, a job interview, a public transportation incident) – **Appendix 1**

Tip:

The facilitator of the workshop may benefit from the sample scenarios in Appendix 1 or create by himself/herself. Sample scenarios are just examples.

1. Participants will have 20 minutes to prepare and rehearse their role-playing scenario
2. Each group will perform their role-play in front of the others, and the facilitator will pause after each performance to ask the audience what they observed and how they felt during the interaction
3. After all groups have presented, the facilitator will lead a reflective discussion with the entire group about the challenges and opportunities of intercultural interactions

III. Conclusion

1. Summarize the key takeaways from the role-playing activities and the discussion
2. Provide additional resources for further learning and reflection
3. Closing remarks and evaluation of the workshop

This workshop plan aims to use the role-playing method to help participants experience and understand the perspectives of others, promote empathy and communication skills, and develop awareness and respect for cultural differences. The role-playing scenarios are designed to challenge participants' assumptions and encourage them to reflect on their own behavior and beliefs. The facilitator will lead a reflective discussion after each performance to help participants identify what worked well and what could have been improved, as well as to encourage them to share their own experiences and insights.



Appendix 1 – Sample Scenarios

Role-Playing Scenario 1: Customer Service Interaction

Scenario Description: Imagine a retail store setting where a recent immigrant with limited proficiency in the local language visits to purchase a product. Due to language barriers and cultural differences, the customer struggles to convey their needs. The salesperson must navigate this situation, using non-verbal cues, patience, and creativity to assist the customer effectively and ensure a positive shopping experience.

Role-Playing Scenario 2: Job Interview

Scenario Description: Picture a job interview setting where one participant plays the role of an international job candidate, and the other takes on the role of the interviewer. The interviewee faces questions that touch on cultural backgrounds, values, and experiences. The interviewer's questions may be culturally unfamiliar or sensitive. The challenge is for the candidate to respond professionally, showcase their qualifications, and demonstrate cultural awareness and adaptability.

Role-Playing Scenario 3: Public Transportation Incident

Scenario Description: Visualize a crowded public transportation system where two passengers from different cultural backgrounds have a dispute over a seat. One passenger believes they have reserved the seat, while the other disagrees. Participants act out the roles of the passengers and must work together to find a peaceful resolution to the conflict, taking into account cultural norms and differences in communication styles.

Role-Playing Scenario 4: Cultural Exchange Dinner

Scenario Description: Envision a cultural exchange dinner where participants interact with individuals from diverse cultural backgrounds. Each participant assumes the role of an attendee at the event. They engage in conversations, share their own cultural perspectives, and actively listen to the experiences and stories of others. The scenario aims to create a relaxed, social atmosphere that encourages cross-cultural dialogue and understanding.

Role-Playing Scenario 5: Business Negotiation

Scenario Description: Imagine a business negotiation scenario where participants take on the roles of two professionals from different countries. They are tasked with negotiating a business agreement with significant cultural differences influencing their negotiation styles and expectations. Participants must navigate these cultural nuances, communicate effectively, and work toward a mutually beneficial outcome in the negotiation.



Name of the Session:

Culturally Aware Communication: Mainstreaming Interculturality

Duration: 1,5 Hours

Trainer and programme developed by:

Katarina Kromar, Association Odnos

Participants' Profile: Youth workers

Language of the Training: English

Focused Skills:

- Improving intercultural competences of Youth Workers
- Developing cultural sensitivity
- Intercultural mediation skills
- Cultural conflict resolution skills
- Intercultural communication skills

Training Objectives:

- Participants will reflect on how to communicate in culturally sensitive way
- Participants will learn about underlying (subconscious) cultural codes and *habitus
- Participants will learned about racism and discrimination
- Participant will practice problem solving and conflict resolutions skills

Instructional Materials:

- Magazines and newspapers
- Scissors, glue
- Colored pencils
- Paper



1. Introduction activity (10 minutes):

Collage or drawing a one's own cultural baggage

First we have to become aware of our own values, biases and beliefs as well as have specific knowledge about our own racial and cultural heritage. This exercise will promote self awareness and reflection on our own identities and cultures.

Everyone will choose 4 identities that he feels represent him most and make a collage out of newspapers and magazines or drawing of them.

2. Role-play about a situation of intercultural conflict (case 1) - 30 minutes

Choose 4-6 participants to be active in the roleplay. The others will watch and comment, give suggestions and search for solutions.

You are a principle in the elementary school. The oldest girl of 3 children of somali family is fasting herself during ramadan. Teacher notices she can not perform well in the school (she is tired, can not concentrate etc..), she also miss some schooldays

Problem solving activity:

As a principal you try to solve the situation by talking to her parents.

How would you approach them without offending them?

What will you propose, while at the same time safeguarding the school rules?

3. Role-play about a situation of intercultural conflict (case 2) - 30 minutes

Choose other 4-6 participants to be active in the roleplay.

You are a volunteer or a NGO worker trying to help. An afghani family is about be thrown out of the building flat by a landlord, supposedly they do not stick to house rules and disturb the neighbors. There is a slight possibility they could keep the flat if you will persuade the neighbors and the landlord. Neighbor is a lesbian couple.

Problem solving activity:


How would you mediate to help the family?

What prejudices and cultural biases are exposed in the conflict?

How would you suggest the neighbors to connect to each other?

4. Conclusion (20 minutes)

1. Summarize the key takeaways from the role-playing activities and the discussion
2. Provide additional resources for further learning and reflection



*People with a common cultural background (religion, nationality, ethnic group, education, and profession) share a **habitus** as is the learned set of preferences or dispositions by which a person orients to the social world. It is a system of durable, transposable, cognitive 'schemata or structures of perception, conception and action' (Bourdieu, 2002: 27).

Important traits in intercultural communication and competence:

- Display of showing respect and positive regard for the other person.
- Empathy: Behaving in ways that shows one understands the point of view of others
- Tolerance for unknown and ambiguity: The ability to react to new situations with little discomfort.
- Interaction posture: Responding to others in descriptive, non-judgmental ways.
- Patience
- Active listening
- Clarity
- Being sensitive and aware to nonverbal communication patterns in your and in other cultures.
- Being aware of gestures that may be offensive or mean something different in a host culture rather than one's own culture.
- Understanding a culture's proximity in physical space and paralinguistic sounds to convey their intended meaning.
- Flexibility.
- Self-reflection.
- Open-mindedness.
- Sensitivity.

Module 3 – Inclusion and Technology





The third module of the program, "**Inclusion and Technology**," is dedicated to enhancing the technological skills of youth workers and their application in the field of inclusion. This module comprises two workshops: (I) Social Media Literacy and (II) Bridging the Language Barrier through Technology and Creativity. The workshops aim to achieve the following objectives:

1. Increase the social media literacy of youth workers working in the field of migration:
 - Enable youth workers to navigate social media platforms effectively.
 - Equip them with the knowledge to leverage social media for supporting migrants.
2. Teach participants how to use AI tools to enhance communication accessibility:
 - Enable participants to utilize AI tools for making communication more inclusive and accessible.
 - Provide guidance on leveraging AI to transfer complex messages effectively to target groups.
3. Cultivate creativity in using technology to bridge language barriers:
 - Empower participants to creatively utilize technology to overcome language barriers.
 - Explore innovative approaches, with a special focus on ChatGPT, to enhance communication accessibility.





9.00 - 9.30	Get to Know & Icebreaker Activities
9.30 - 11.00	Social Media Literacy
11.00 - 11.30	Break
11.30 - 13.00	Social Media Literacy
13.00 - 14.00	Lunch
14.00 - 15.30	Social Media Literacy
15.30 - 16.00	Break
16.00 - 17.30	Bridging the Language Barrier through Technology and Creativity
17.30 - 18.00	Reflection & Closure





Name of the Session:

Social Media Literacy (Education and Future Technologies Association – EFTA)

Duration: 5 Hours

Participants' Profile:

Youth workers or prospective youth workers working in the field of migration

Language of the Training: English

Focused Skills:

- Social media literacy
- Digital skills
- Communication skills

Training Objectives:

- To increase the social media literacy of youth workers working in the field of migration and enable them to use social media more effectively to support migrants.

Instructional Materials:

- Projector and screen
- Flipchart, markers
- Laptops and internet connection
- Additional Sources:

<https://www.pdst.ie/sites/default/files/Connected-Resource.pdf>

<https://www.weteachnyc.org/resources/collection/media-literacy/>



Part 1: Introduction

1. Welcome and introduce yourself as the facilitator.
2. Start with an icebreaker activity to get to know the participants.
3. Explain the purpose of the workshop: to improve social media literacy among youth workers in the field of migration.
4. Present the importance of social media literacy by discussing the four main reasons listed in the plan:
 - Communication with migrants
 - Awareness of resources
 - Cultural understanding
 - Outreach
5. Discuss the potential risks associated with social media use and emphasize the importance of online safety.

Part 2: Learning by Doing Activity

1. Divide participants into four groups of 5-6 people each.
2. Assign each group a different social media platform to research (e.g. Facebook, Twitter, Instagram, LinkedIn).
3. Instruct the groups to research and analyze the platform's features, audience, potential benefits and risks, and any relevant tips for using the platform in a professional context.
4. Ask the groups to prepare a short presentation (5-7 minutes) on their findings.
5. Provide laptops or mobile devices with internet access to each group to aid their research.
6. Monitor the groups and provide support and guidance as needed.

Part 3: Presentations and Discussion

1. Ask each group to present their findings to the rest of the participants.
2. Encourage the groups to engage in a brief discussion after each presentation and ask questions.
3. Facilitate a larger group discussion to reflect on the presentations and key takeaways.
4. Address any remaining questions or concerns about social media literacy and online safety.

Part 4: Conclusion

1. Summarize the key points from the workshop.
2. Encourage the participants to continue learning about social media literacy and online safety.
3. Thank the participants for their participation and conclude the workshop.

Tip: The facilitator/trainer may benefit from the sources in the materials part.



Name of the Session:

Bridging the Language Barrier through Technology and Creativity

Programme developed by:

Apis Institute based on the workshop prepared by Nathan Hunter (ChatGPT Trainings) for the Act&Art training

Duration: 1,5 Hours

Participants' Profile:

Language of the Training: English

Focused Skills:


- How to use AI tools to make communication more accessible to refugee and migrant youth
- Using AI tools for accessible communication, transforming complex messages, creativity in communication
- How to use AI to transfer more complex msgs to the target groups (migrants/refugees, especially youth)
- How can standard ways of communication be made more accessible through creativity

Training Objectives:

- Teaching participants how to use AI tools to make communication more accessible, how to use AI to transfer complex messages to target groups, and how to use creativity to make standard ways of communication more accessible. Special focus on ChatGPT.

Instructional Materials:

- Computers, alternatively, participants can work on their mobile phones as well
- [ChatGPT \(openai.com\)](https://openai.com)
- <https://platform.openai.com/examples>
- A possible source to better prepare for the workshop: The Art of Prompt Engineering with chatGPT: A Hands-On Guide: <https://www.amazon.co.uk/Art-Prompt-Engineering-chatGPT-Hands-ebook/dp/B0BSN3PTX8>



The "Bridging the Language Barrier through Technology and Creativity" training module is designed to better equip youth workers to work with refugee and migrant youth. The main goals of the module are to use AI tools to make communication more accessible to the youth with diverse backgrounds and to use creativity to open new ways of communication. The hands-on challenge involves transforming complex text into a more accessible, easy narrative, engaging and culturally sensitive message using AI tools such as ChatGPT.

The structure of the workshop module includes a short presentation of relevant AI tools and ChatGPT, practical work on text, and text to image AI.

Participants should be invited to create ChatGPT accounts prior to the training. Using ChatGPT 3.5 is free. As for the text to image, the following (one of many) service is free:

[Craiyon - Your FREE AI image generator tool: Create AI art!](#)

Some other free text-to-image alternatives can be found on the link here: [The 12 Best Free AI Art Generators to Create Images From Text \(makeuseof.com\)](#).

Preparatory and implementation notes

- Setup: Arrange the room with tables and computers, one computer per 3-4 participants maximum. Ensure all technical resources and the internet are accessible and functioning. Alternatively, participants can also work on their mobiles.
- Preparation for participants: Encourage participants to create accounts on the AI platforms you will be working with before the workshop. Provide them with example prompts to experiment with in advance.
- Preparation for the facilitator: Before the workshop, find a complex text relevant to migrants, refugees and asylum seekers, that it is difficult to follow/understand because of the language barrier, complexity, use of legal terms etc. You will use this text to readjust it for the target group during the workshop.
- Engagement: Facilitate interactive discussions throughout the workshop, encouraging participants to share their insights and learn from each other's experiences.
- Feedback: Allocate time for group feedback on the practical exercises, allowing for constructive criticism and shared learning.

This structure and guidance aim to make the workshop adaptable for a diverse range of youth workers, focusing on practical, hands-on experience with AI tools to enhance communication skills creatively and inclusively.



STRUCTURE OF THE WORKSHOP

Introductory Activity (15 min)

- Start with the Human vs AI Test: “Can We Tell the Difference Anymore?” to see if your participants are able to pick up clues and recognize photos, artworks, music, and texts created by Artificial Intelligence. You can take the examples of AI creations and human creations from TIDIO test (don't forget to credit them: [Human vs AI Test: Can We Tell the Difference Anymore? \(tidio.com\)](https://tidio.com)). Wrap up with the result summary, that this test led to amazing results where in some survey groups, as many as 87% of respondents mistook an AI-generated image for a real photo of a person.

Introduction to AI Tools (15 min):

- Present AI tools, ChatGPT, and short mention of those that are relevant currently; in the time of writing that would be Bard/Gemini, Bing, Claude. Focus on their relevance and application in making communication accessible, and LLM's incredible translation capability.
- Introduce the concept of prompt engineering and its importance in generating desired outputs from AI.
- Introduce the (free) AI art generators to create images from text, mention most relevant text-to-image tools, MidJourney and Dall-E, but also free versions such as [Crayon - Your FREE AI image generator tool: Create AI art](#).

Practical Work on Text (20-30 min):

- Initial Hands-On (10-15 min)

Setting out base context, introducing the iteration and contextual understanding. Participants work in groups to adjust previously prepared and handed out text using ChatGPT or Gemini (see under Implementation notes section), aiming to make it more accessible and engaging for the target group.

- Review and New Guidelines (5-10 min)

All groups share outcomes and receive new guidelines for further improvement. Finetune towards the target group of your choosing (create persona within the wide group of migrants, refugees and asylum seekers)



- **Further Hands-On (10-15 min)**

Deepen the work on the text, focusing on fine-tuning the message, incorporating feedback, and exploring different formats. Translate the text to different languages to test how ChatGPT does the job. Facilitator can give examples, how to get ChatGPT to write useful prompts for Text to Ai.

Text to Image AI (25 min):

- **Midjourney Presentation (15 min):** Introduce the text-to-image AI tool (e.g., Midjourney or an alternative), explaining its use in creating visually engaging messages.
- **Hands-On Visual Creation (15 min):** Participants create visuals to support their text messages, learning to write effective prompts for generating images with AI tools. Participants can continue working on the text they chose to work on, and try to create visuals to accompany the text.

Finalisation and reflection (15 min)

- In the final 15 minutes, participants and facilitators gather to reflect on the journey from the original complex texts to their transformed, accessible versions. Groups will present their final outputs, comparing them against the originals to highlight the transformative power of AI and creativity. This reflective discussion will focus on the insights gained, the challenges encountered, and the potential impact of these newly crafted messages on the target audience. It's a time for feedback, sharing lessons learned, and considering how these techniques can be applied in future communication efforts to bridge language barriers effectively.

Module 4 – Introduction to Inclusion through Art





The fourth module of the program focuses on equipping youth workers with the skills to learn from each other and utilize creativity as a powerful tool for inclusion. This module consists of two workshops: (I) Peer Learning and (II) Understanding and Empowering Young Refugees The main objectives of this module are as follows:

1. Teach the importance of peer learning:

- Highlight the value of learning from peers within the context of youth work and the migration field.
- Emphasize the benefits of collaborative knowledge sharing and the mutual exchange of experiences.

2. Introduce peer learning methods with explanations:

- Present various peer learning approaches and methodologies to enhance understanding.
- Provide clear explanations and guidance on how to implement these methods effectively.

3. Facilitate knowledge and experience sharing among participants:

- Create a supportive environment for participants to share their experiences and expertise in the migration field.
- Encourage active engagement and participation using peer learning methods.





9.00 - 9.30	Get to Know & Icebreaker Activities
9.30 - 11.00	Peer Learning
11.00 - 11.30	Break
11.30 - 13.00	Peer Learning
13.00 - 14.00	Lunch
14.00 - 15.30	Understanding and Empowering Young Refugees
15.30 - 16.00	Break
16.00 - 17.30	Understanding and Empowering Young Refugees
17.30 - 18.00	Reflection & Closure





Name of the Session:

Peer Learning (European Development Institute)

Duration: 3 Hours

Participants' Profile:

Youth workers or prospective youth workers working in the field of migration

Language of the Training: English

Focused Skills:

- Learning skills
- Communication skills

Training Objectives:

- To teach the importance of peer-learning.
- To introduce peer-learning methods with explanations.
- To let participants share their experiences and knowledge in the migration field with each other by using peer-learning methods.

Instructional Materials:

- Flipchart paper
- Markers
- Stick notes
- Crayons
- Appendix1

<https://eprints.lincoln.ac.uk/id/eprint/19430/1/How+to+Implement+Peer+Learning+in+Your+Classroom.pdf>

(How to Implement Peer Learning)

Additional Resources:

https://www.effectiveinstitutions.org/files/The_EIP_P_to_P_Learning_Guide.pdf

(A Guide to Peer-to-Peer Learning)



Introduction

1. Greet the participants and explain the objectives of the workshop.
2. Ask the participants about their previous experiences with peer learning and write their responses on the flipchart paper.

Importance of Peer-Learning

1. Explain the importance of peer learning in the migration field, using examples and case studies.
2. Ask the participants to share their experiences in the field and encourage them to share any challenges or benefits they have faced.

Tips:

Detailed information about peer learning may be provided by mentioning “A Guide to Peer-to-Peer Learning” in materials part.

Peer-Learning Methods

1. Introduce different peer-learning methods such as group discussion, brainstorming, role-playing, and case studies.
2. Explain each method and give an example of how it could be used in the migration field.
3. Ask the participants to form small groups and assign each group a different peer-learning method.
4. Give the groups 10 minutes to prepare and practice their method.

Tips:

The facilitator is suggested to read peer learning methods and implementation details by checking Appendix 1 – How to Implement Peer Learning PDF.





Peer-Learning Experience

1. Ask each group to present their peer-learning method and demonstrate how it could be used in the migration field for youth workers or disadvantaged audience.
2. Encourage the other participants to ask questions and provide feedback.
3. After each presentation, ask the participants to share their own experiences and knowledge related to the topic being discussed.

Wrap-Up

1. Summarize the key points from the workshop, emphasizing the importance of peer learning and the different methods that can be used.
2. Ask the participants to write down one thing they learned during the workshop on a sticky note and post it on the flipchart paper.





Name of the Session:

Understanding and Empowering Young Refugees

Duration: 2 Hours

Trainer and programme developed by:

Katarina Kromar, Association Odnos

Participants' Profile:

Youth workers or prospective youth workers working in the field of migration

Language of the Training: English

Focused Skills:

- Developing empathy and understanding of Target Group
- Searching creative ways to empower TG
- Approaching Young Refugees/Migrants

Training Objectives:

- To learn how to approach, include and support Young Refugees/Migrants
- To learn to empower young Refugees/Migrants
- To improve understanding of Young refugees/Migrants
- To develop empathy by diving into real life stories
- To practice problem solving and conflict resolution skill

Instructional Materials:

- Paper, pens



I. Introduction

1. Greetings and welcome from the facilitator
2. Brief overview of the workshop objectives and agenda
3. Introductory explanation of the main traits of young (unaccompanied) refugees and migrants (numbers, risks, gaps)
4. Icebreaker activity to help participants feel more comfortable with each other

Telling story with eyes (15 min)

It is about sharing personal stories through intimate communication. Participants make pairs and are tasked to face each other and tell a story. However, not by speaking but only using the eyes. If the need is felt to do so, participants can afterwards share with each other how to experience felt, explain what they tried to tell and/or offer a response.

II. Stepping in the shoes of Young refugee/migrant (45 min)

Appendix 1 – Sample Cases

Tip:

The facilitator of the workshop may benefit from the sample scenarios in Appendix 1 or create by himself/herself.

Before listening to the story, prepare papers with the following questions and distribute them among participants.

- What is told in this story?
- Listen with the feet, focus on purpose - why is this happening?
- Listen with the head, focus on facts of the story from all sides.
- How would you communicate with the girl/boy?
- How would you gain the trust of a girl/boy?



III. Conclusion

1. Provide additional resources for further learning and reflection
2. Closing remarks and evaluation of the workshop

This workshop plan aims to use the storytelling method to help participants experience and understand the perspectives of others, promote empathy and communication skills, and develop awareness and respect for cultural differences. The facilitator will lead a reflective discussion after each performance to help participants identify what worked well and what could have been improved, as well as to encourage them to share their own experiences and insights.

Appendix 1 – Sample Cases

1: Girl fighting with her boyfriend

1. 15 years old unaccompanied afghani girl (very untraditional and free spirit)
2. she starts dating a way older boy and fights with him
3. you are present when she hits him and breaks his telephone, but the boy does not react

2: Boy accompanied by brother

1. boy (14 years old) comes with an older man, who claims to be his brother, but he does not possess any proofs of that fact
2. you notice the boy has bruises and signs of self harming
3. he wants to live with the man and continue the travel to his destination



Module 5 – Inclusion through Art Activities





The fifth module of the program builds upon the theme of creativity and focuses on enhancing the creativity skills of youth workers to utilize them effectively for fostering inclusion. This module consists of two interconnected workshops: (I) Inclusion through Art & Creativity and (II) Creating and Re-creating Music as a Communication Tool. These workshops specifically employ "music" as a tool for creativity and inclusion. The main objectives of this module are as follows:

1. Foster cooperation beyond language boundaries:

- Enable participants to develop skills in collaborating effectively with one another, transcending language barriers.
- Encourage inclusive communication and cooperation, harnessing the power of music as a universal language.

2. Empower participants as creative problem solvers:

- Equip participants with the confidence and skills to approach challenges creatively and think outside the box.
- Cultivate an innovative mindset that empowers youth workers to address inclusion-related issues through creative problem-solving.

3. Learn to use music as a tool in youth work for achieving goals:

- Explore the potential of music as a medium for fostering inclusivity and enhancing the impact of youth work initiatives.
- Provide participants with practical strategies and techniques for incorporating music into their youth work practices.





9.00 - 9.30	Get to Know & Icebreaker Activities
9.30 - 11.00	Inclusion Through Art & Creativity
11.00 - 11.30	Break
11.30 - 13.00	Inclusion Through Art & Creativity
13.00 - 14.00	Lunch
14.00 - 15.30	Creating and Re-creating Music as a Communication Tool
15.30 - 16.00	Break
16.00 - 17.30	Creating and Re-creating Music as a Communication Tool
17.30 - 18.00	Reflection & Closure





Name of the Session:

Inclusion Through Art & Creativity

Duration: 1,5 Hours

Participants' Profile:

Youth worker

Language of the Training: English

Focused Skills:

- Overview of good practices in maker spaces:
Designed with and by marginalized people

Training Objectives:

- Participants will engage in practical mentimeter exercises testing the four quadrants exercise as an ice breaker
- Participants will have an overview of good practices in maker spaces and projects done with and by refugees and migrants
- Participants will learn different concepts and approaches when working in fab labs/makerspaces: design by, design with, product-oriented design, user-oriented design and their impact

Instructional Materials:

- Pens
- Computer, projector and screen
- Online tool: mentimeter
- Presentation prepared by Center Rog



5' / INTRODUCTION

5'-10' / MENTIMETER EXERCISE: Four Quadrants: This exercise is meant to quickly gauge the temperature of the room. It is a low key introduction, and is often used as an check-in of the day for multiple day work sessions/ training. It is an ideal context to lighten the mood and at the same time get a nice impression of the people participating. Using 6 categories or themes on which we would like to poll the participants. In each theme we'll provide 4 possible answers. Starting with a more 'lightweight' category to begin with, and work our way up to the more heavy, contextual questions.

50-60' / PPT PRESENTATION:

- **5'-10' / WHAT ARE MAKERSPACES/FABLABS: PRESENTATION**
- **40' / GOOD PRACTICES from Europe:**
 - REDU, Romania: REDU is the first social enterprise in Romania that creates new and improved products out of textile pre-consumer and post-consumer waste. It is the first initiative in Iași that collects old and used materials from the community in order to reuse them. *REDU's* interest in developing an economic activity with a triple bottom line approach (people, planet, profit) lies in the recognition that to build societal trust and to determine behavioural change, we need a proactive attitude rather than a reactive one as well as being able to prove that another world is possible.
 - HABIBI.WORKS, Germany/Greece: Habibi.Works was founded by our small German NGO Soup and Socks e.V. in 2016 as an intercultural FabLab, designed to bring refugees, locals and international experts together to create products and perspectives.
 - ASTRO LAB, Greece: AstroLab is a platform that provides access to technology, education, and mentorship to empower others with the tools and skills to catalyse positive social change
 - LOW TECH LAB, France, The project 'Low-tech with Refugees' aims to improve the resilience and autonomy of exiled people, whilst promoting the sustainable development of the local area, through the diffusion of low-tech skills and systems.
 - ART IS US PROJECT (APIS & CENTER ROG): Art is Us project aims to use the transformative force of culture for community regeneration to respond to the severe impact that the COVID-19 pandemic has had both on artists and the cultural sector and on social inclusion and cohesion.



Name of the Session:

Creating and Re-creating Music as a Communication Tool

Duration: 1,5 Hours

Participants' Profile:

Youth worker

Language of the Training: English

Focused Skills:


- Creative cooperation skills
- Communication beyond language

Training Objectives:

- Participants will gain skills in cooperating with each other beyond language boundaries
- Participants will feel empowered as creative problem solvers
- Learning to use music as a tool in youth work for achieving these goals

Instructional Materials:

- Musical instruments (1 per group, guitar or keyboard)
- Pens
- Paper



Part I, c. 30 mins

Intro video, day in the exchange - <https://www.youtube.com/watch?v=AvQ7jBVMIP4>
(1:13)

The facilitator presents the method of raising creative cooperation skills through the three musical activities (choir, song writing, presenting traditional songs to others) and the benefits of using music to transcend language barriers.

The method combines three tiers of activities:

1. Led choir work, which includes all participants – this promotes unity and collaboration of all beyond words;

Example: <https://youtu.be/ulbNfzi3dK4?t=79>


2. Song writing workshop, which divides participants into 5-person culturally mixed (!) groups to assist intercultural cross-language communication skills; for performances they borrowed each other's instrumentalists examples (different styles):

- Traditional song writing: Limits <https://www.youtube.com/watch?v=1nNizln2SgI>
- Nutella Song (combines dj skills with traditional song writing): https://youtu.be/jqS_-4c6T8E?t=407 (comment: this example shows how a group adopts one team's work as everybody's common song promoting unity through individual creativity, comment b. the silent effort of the exchange was complete inclusivity without judgement of individual skill or participation generating a sense of community)

3. Presentation of individual cultural heritage in the form of song and dance or other expression (theatre) (typical exchange presentations get a new context here) / this time the groups are combined according to common cultural heritage.

Example Italy (dance): <https://www.youtube.com/watch?v=otzRyK719d0>

It is important that the three workshops are run in the order stated above to move away from the natural instinct to seek out one's own language and cultural environment, which is more comfortable and easier. It is also important to include the presentation of one's own unique culture to others in activity no. 3 because in the context of cross-cultural dialogue, individual cultural identities must still receive their due respect and be showcased to enrich everyone's experience.



The facilitator will show examples and testimonials from previous youth exchanges to illustrate how work was implemented. The plan was to use music creativity to immediately create unity by providing above all a safe space, guidance and clear guidelines to set creativity free and allow participants to find three different group environments to interact with: 1) Choir – as a group with a common goal 2) Song writing in smaller groups where individual roles are assumed freely to achieve a clear aim of writing and performing a song 3) Groups from the same cultural heritage presenting their own heritage to others and enrich the common treasury of cultural influences.

Testimonials:

Hashem - https://www.youtube.com/watch?v=EH_p-Atl_t8

Megan - https://www.youtube.com/watch?v=HYQF3E_7CoY

Nikolina - https://www.youtube.com/watch?v=17nBoQ_QLuM

There is also a side effect of self-realisation – by writing their own music and performing in front of people, many participants learned how to approach an activity they had never done before, as the following testimonial shows, this had an effect on their self-esteem as well as general attitude towards obstacles:

<https://www.youtube.com/watch?v=E2qHlwUHIfk>

Part II, c. 50 mins

For this activity participant selection criteria would include at least a small degree of musical ability. In that case the participants (28) can be divided in 7 international mixed groups of 4 and instructed to use the time to:

- 1.) define the theme of a song
- 2.) decide on the language (English is an option)
- 3.) divide roles – lyricist/composer
- 4.) Come up with words to melody – one verse is enough for this example

However, since the selection here is not limited to participants with musical ability, the alternative is a presentation of a case study, where one group is formed of willing musically inclined participants, who try to write a verse or chorus according to instruction. The facilitator will add comments and experiences to demonstrate the possible issues that could arise, and most importantly, how to equip the participants to get the most out of their capabilities.

The final part, c. 20 mins

Discussion and questions.

Module 6 – Co-creation of Inclusion through Art Workshops





The final module of the program is dedicated to enhancing the creativity of youth workers and equipping them with the skills to develop new activities for use in inclusion initiatives. The primary objective of this module is to cultivate a culture of creativity by providing youth workers with the foundational knowledge and essential considerations for creating effective and impactful inclusion activities.

During this module, youth workers will engage in collaborative learning, sharing their experiences with inclusion activities. They will also examine a sample activity template, allowing them to understand the key elements and critical aspects involved in creating an activity plan. Through a process of peer learning, knowledge exchange, and collective expertise, participants will collaborate to develop their own unique workshops.

The workshops within this module aim to empower youth workers to use art as a tool for inclusion. The focus extends beyond implementing pre-existing activities; instead, participants will be guided in creating their own inclusive art workshops from scratch. By leveraging their experiences, knowledge, and peer learning, youth workers will harness their creativity to design workshops that address specific inclusion goals.





9.00 - 9.30	Get to Know & Icebreaker Activities
9.30 - 11.00	Co-creation with Youth Workers
11.00 - 11.30	Break
11.30 - 13.00	Co-creation with Youth Workers
13.00 - 14.00	Lunch
14.00 - 15.30	Co-creation with Youth Workers
15.30 - 16.00	Break
16.00 - 17.30	Presentation of Co-creation Workshop Outputs
17.30 - 18.00	Reflection & Closure





Name of the Session:

Co-creation with Youth Workers (Green Muse e.V.)

Duration: 6 Hours

Participants' Profile:

Youth workers or prospective youth workers working in the field of migration

Language of the Training: English

Focused Skills:

- Tutoring skills
- Creativity skills
- Team-work skills

Training Objectives:

- To develop a workshop that uses art as a means to promote the inclusion of refugees
- To encourage participants to incorporate empathy and a deeper understanding of refugee experiences into their workshops
- To provide participants with an opportunity to create, test, and refine their workshop ideas

Instructional Materials:

- Computer with internet access
- Flipcharts, markers, crayons, post-it papers
- Appendix 1 - Brainstorming Methods
(<http://www.integratingengineering.org/workbook/documents/BrainstormingToolkit.pdf>)
- Appendix 2 – Template Workshop Plan
- Appendix 3 – How to Prepare a Workshop Plan Guide



Introduction and Icebreaker

1. Introduce the topic and objectives of the workshop
2. Have participants introduce themselves and share their motivation for attending the workshop
3. Use a fun icebreaker activity to help participants feel more comfortable with each other

Understanding Refugee Experiences

1. Provide a brief overview of the refugee crisis and its impact on different communities
2. Have participants engage in a group activity that helps them understand what it feels like to be a refugee and the challenges they face

Exploring Art as a Tool for Inclusion

1. Discuss the benefits of using art as a means to promote inclusion
2. Introduce various forms of art (e.g. music, dance, painting) and how they can be used to create a more inclusive environment
3. Encourage participants to brainstorm creative ideas for using art to promote inclusion of refugees

Tips:

- *The facilitator may benefit from the Appendix 1 – Brainstorming Methods document during brainstorming part.*

Designing and Developing the Workshop

1. Provide participants *Appendix-2 Workshop Template* with time to work on developing their own workshops using the ideas generated in the previous session
2. Provide guidance and support as needed
3. Encourage participants to incorporate empathy and a deeper understanding of refugee experiences into their workshop design

Tips:

- *The facilitator may check the Appendix 3 - How to Prepare a Workshop Plan Guide to guide participants while filling in the template.*





Workshop Presentation

1. Each participant presents their workshop to the group, allowing for feedback and questions
2. Encourage participants to test their workshop ideas with the group if possible
3. Provide a debriefing session to discuss the strengths and weaknesses of the different workshop ideas

Conclusion and Evaluation

1. Provide a summary of the workshop and its objectives
2. Have participants complete a short evaluation of the workshop
3. Provide resources and materials for participants to use in implementing their workshops in their local communities





Appendix 2 – Template Workshop Plan

Name of the Session:	Number of the Session & Duration:	Participants' Profile:
Language of the Training:	Focused Skills: -	
Training Objectives: - TEXT		
Instructional Materials: - - - PLEASE PROVIDE ANY KIND OF MATERIAL AS AN APPENDIX AT THE END OF THE WORKSHOP SHEET		

Name of the Sessions - (TIME)	
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Appendix 3 – How to Prepare a Workshop Plan Guide

How to Prepare A Workshop Plan

Step 1: Define Your Workshop Objectives

- **Start with Clear Goals:** Determine the primary objectives of your workshop. What do you want participants to learn, achieve, or take away from the workshop?

Step 2: Identify Your Target Audience

- **Understand Your Participants:** Consider the background, knowledge level, and needs of your participants. Tailor the workshop content to meet their specific requirements.

Step 3: Choose a Relevant Topic

- **Select a Workshop Topic:** Choose a topic that aligns with your objectives and audience. Ensure it is relevant, engaging, and meaningful to the participants.

Step 4: Plan Your Workshop Agenda

- **Outline the Workshop Flow:** Create an agenda that outlines the structure and timeline of your workshop. Include time slots for each activity, breaks, and discussions.

Step 5: Develop Workshop Content

- **Identify Key Content:** Break down the workshop into sections or modules. Define the key points, concepts, and materials needed for each segment.

Step 6: Design Engaging Activities

- **Incorporate Interactive Elements:** Develop activities, exercises, and discussions that actively involve participants. Use a variety of methods to cater to different learning styles.

Step 7: Create Workshop Materials

Prepare Materials: Gather or create any necessary materials, handouts, slides, or props required for the workshop. Ensure they are organized and accessible.



Step 8: Consider Logistics

- **Venue and Equipment:** Arrange the workshop venue, ensuring it is conducive to learning. Check equipment such as projectors, whiteboards, or computers if needed.

Step 9: Plan for Participant Engagement

- **Promote Participation:** Incorporate strategies to encourage participant engagement, such as open discussions, group work, and Q&A sessions.

Step 10: Develop Evaluation and Assessment

- **Assessment Methods:** Determine how you will assess participants' understanding and progress during and after the workshop. This may include quizzes, surveys, or practical exercises.

Step 11: Rehearse and Refine

- **Practice Run:** Conduct a dry run of the workshop to identify any issues, timing concerns, or areas that need improvement. Make necessary adjustments.

Step 12: Create a Workshop Plan Document (Appendix 2 can be used)

- **Document Your Plan:** Compile all the details into a workshop plan document. Include the agenda, content, materials, and any instructions for facilitators or assistants.

Step 13: Prepare for Unexpected Challenges

- **Contingency Planning:** Anticipate potential challenges, such as technical issues or participant disruptions, and have a plan in place to address them.

Step 14: Facilitator Training

- **Train Facilitators:** If you have co-facilitators or assistants, provide them with the necessary training and instructions to ensure a smooth workshop delivery.

Step 15: Deliver the Workshop

- **Engage Participants:** During the workshop, facilitate discussions, guide activities, and ensure participants are actively involved. Keep track of time to stay on schedule.



Step 16: Gather Feedback

- **Feedback Collection:** After the workshop, collect feedback from participants to assess the effectiveness of the workshop and identify areas for improvement.

Step 17: Evaluate and Adjust

- **Reflect and Adjust:** Analyze the feedback and evaluate the workshop's success in meeting its objectives. Use this information to refine your future workshops.

Step by Step How to Write Instructions for Your Workshop

1. Understand Your Audience:

Before you begin writing instructions, consider the background, knowledge level, and needs of your participants. Tailor your instructions to match their familiarity with the topic and their language proficiency.

2. Start with a Clear Goal:

Begin by defining the purpose or objective of the activity or task. What should participants accomplish by following the instructions? Clearly state the desired outcome.

3. Use Simple and Concise Language:

Keep your language straightforward and avoid unnecessary jargon or complex terminology. Use plain, everyday language that is easily understood by your target audience.

4. Break Down Complex Tasks:

If a task or activity is complex, break it down into smaller, manageable steps. Present each step clearly and sequentially. Use bullet points or numbered lists for clarity.

5. Provide a List of Materials:

If participants need specific materials or resources for the task, list them clearly at the beginning of the instructions. Ensure that all required materials are readily available.





6. Use Action Verbs:

Start each instruction with an action verb to convey what participants should do. For example, use verbs like "read," "write," "draw," "discuss," or "assemble."

7. Be Specific:

Avoid vague instructions. Instead, be specific about what participants should do, where they should do it, and how they should do it. Include details that leave no room for interpretation.

8. Include Visual Aids:

If applicable, incorporate visual aids such as diagrams, images, or videos to complement your written instructions. Visuals can enhance understanding and clarify complex tasks.

9. Organize Sequentially:

Present instructions in a logical order, following the sequence in which participants should complete tasks. Use headers, subheadings, or numbering to indicate the order.

10. Highlight Important Information:

Emphasize critical information, warnings, or safety precautions by using bold or italic text, different font sizes, or colors. Ensure that participants can easily spot these details.

11. Avoid Ambiguity:

Eliminate any ambiguity in your instructions. Use clear and unambiguous language. For example, instead of saying "soon" or "a little while," specify a time frame like "within 15 minutes."

12. Test Your Instructions:

Before finalizing your instructions, conduct a trial run of the activity or task to ensure that the instructions are accurate and effective. Make any necessary revisions.

13. Proofread and Edit:

Carefully proofread your instructions for grammar, spelling, and punctuation errors. Clear instructions should also be error-free.



Conclusion

In conclusion, this booklet serves as a comprehensive guide to the "Act&Art Capacity Building Program," a 48-hour capacity-building initiative tailored for youth workers committed to fostering social inclusion through art. Our collective mission is clear: to equip youth workers with the skills and tools needed to make a lasting impact on the lives of migrant and refugee youth.

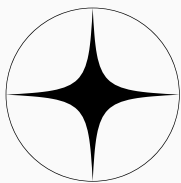
The program, designed for flexibility and engagement, utilizes diverse methodologies such as scenarios, role-playing, round table work, planning sessions, case analyses, and group activities. With six adaptable sub-modules, it offers a dynamic learning experience that can be tailored to specific needs and goals.

From understanding migration challenges to enhancing communication skills, incorporating technology, and leveraging art for inclusion, each module builds upon the last. The aim is a sequential, progressive learning journey, allowing participants to build a solid foundation and progressively excel in the field of migration.

The production process involved tight research, adherence to youth work principles, and collaborative efforts among project partners. This booklet is not just an information resource; it's an invitation to action. The last module suggests follow-up activities, and we encourage you to explore additional tools on our website, actandart.net.

This capacity-building program is not just about accumulating knowledge but transforming it into meaningful change. As you enter this educational journey, we invite you to discover more resources and tools on our website. Thank you for being a vital part of this transformative initiative. Your dedication to making positive changes is driving our collective impact forward.





FOR POSITIVE SOCIAL CHANGE 48-HOUR CAPACITY BUILDING



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