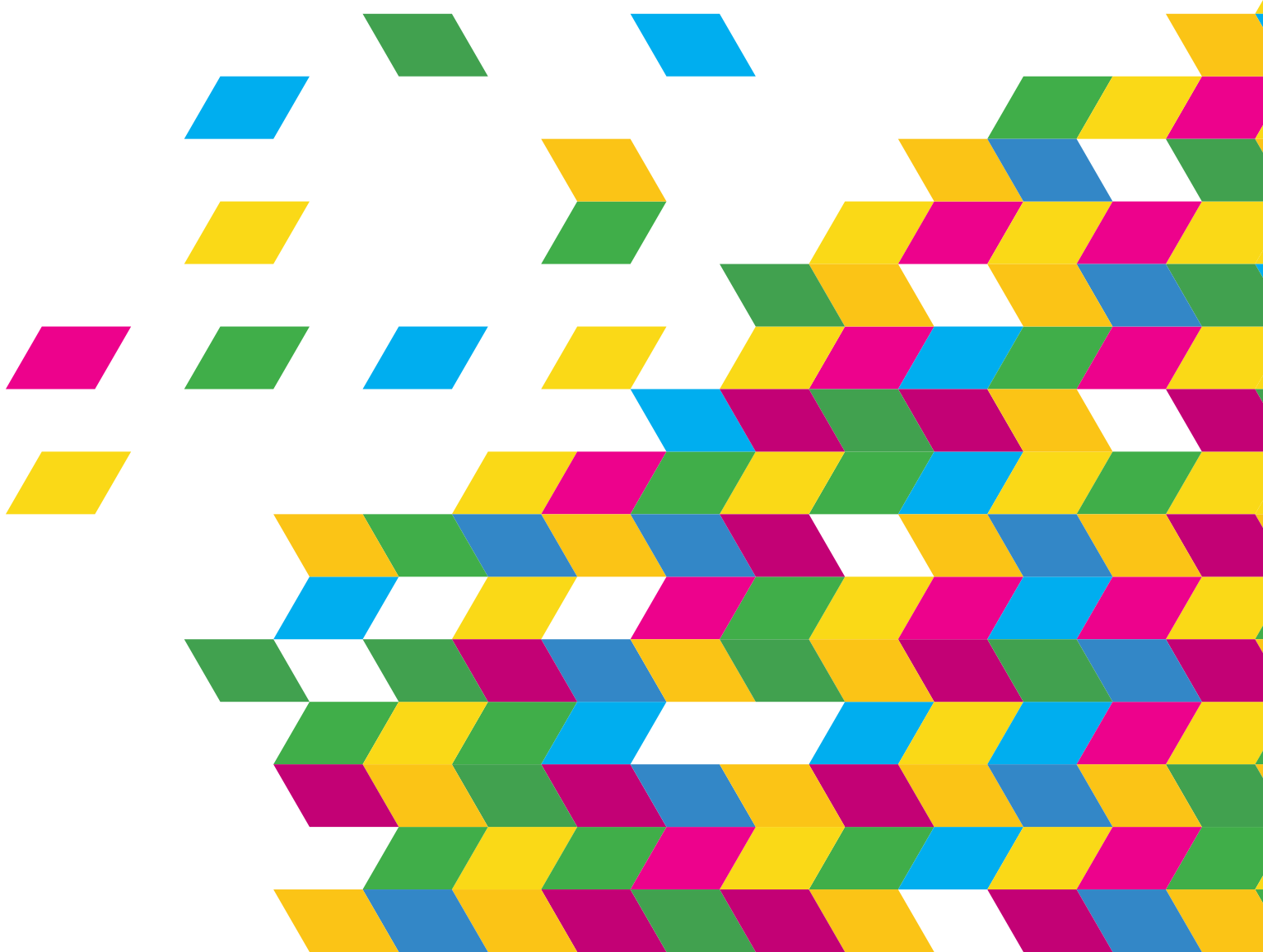


CHANGE PLACES CHANGE LIVES

A training course about How to work with Migration
topic and International Mobility for young People

12th – 19th April 2016
Taevaskoja – Estonia





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1

SUMMARY OF THE PROJECT

CHANGING PLACES, CHANGING LIVES. INTERNATIONAL MOBILITY AND MIGRATION IN YOUTH WORK

“Changing places, changing lives” was a training course designed to explain and develop deeper understanding about migration in nowadays world. Couple of months has shown how big the phenomena actually are and that there’s a big lack of knowledge among youth workers.

Europe is in the middle of migration crisis. People are taking unsafe and overcrowded boats to overcome seas in hope that another country will be safer for living. Local people are anxious seeing all these people immigrating to their country. Confusion, misunderstanding, anger, and fear are the most common key words when asking about local people feelings about refugees. According to last data, Estonia is taking 550 refugees and although it’s not a big number when to compare it with some other European countries, then people are confused what this number actually means and how they should react. Youth workers don’t know how to cover this topic with youngsters, because they don’t have a clear understanding of it and in that reason, they prefer to avoid it.

Although we are going through a migration crisis right now, the phenomena itself is not a new thing. As an example - the flow of workers into the UK and Ireland following the EU’s 2004 enlargement (most of them from CEE, Baltic States) was the largest inward migration ever recorded into either country over a two-year period. Spain’s official immigrant population has

risen fourfold in ten years. And Italy worries about an estimated 100,000 Romanian immigrants, most of whom are thought to be without a job. In some places, robust growth and falling unemployment have helped to assuage concerns about the impact of immigration on local labour markets. But despite of this, most polls still shows that migrants are seen as a problem, rather than as an opportunity.

Migration is a crucial interest to young people whether they come from countries affected by in-migration or those suffering the consequences of emigration. Knowledge of migration processes, the causes and consequences of migration and rights of young migrants are relevant to young people’s needs particularly if they are likely to become migrants or participants of mobility schemes or if their home communities are affected by migration. Competences in addressing migration in youth work are essential for building community cohesion in those countries.

European mobility programmes for young people are increasingly available for young people within the EU.

The project was based in Põlvamaa County, Taevaskoja and lasted for 7 days. There were participants from Estonia, Italy, Slovakia, Finland, Denmark, Greece, Czech Republic, Spain, Romania, Bulgaria and Germany with all together 27 participants.

2

DESCRIPTION OF THE PROJECT

DESCRIPTION OF THE PROJECT

The Training Course was designed to confront the challenges and opportunities related to migration in Europe. By using different non-formal methods, causes and effects of migration was analyzed. All aspects were supported by the latest findings and developments around migration, pointing to various facets of migration: the main roads, the highways of migration, both in geographical terms and concepts, causes and effects of brain drain, labor migration, study and experience, migration driven by poverty and infringement of fundamental and social rights.

Through a structured program of activities, this Training Course aimed to develop methods and resources to work closely with international migration and its causes to local community. “Changing places, changing lives” was a training course for youth leader and workers who want to develop competences in working with migrants and migration topics and “translate” that for young people in a positive and tolerant way. Training course is aimed to youth workers, youth leaders and those involved working with migrants in their daily work.

To fulfill the main aim, several objectives were set:

- development of a more tolerant, inclusive and egalitarian society;
- support the reflection among participants on the different dimensions of migration and mobility;
- exchange of good practice in the field of youth related to international migration, mobility and its influence on young people in the EU and in the partner countries and the opportunities arising;
- training of youth workers to better address problems and opportunities arising from migration;
- transfer and development of knowledge of European mobility programs in youth worker;
- promotion of European cooperation between NGOs that are in contact with migration and youth mobility;
- the development of new initiatives in the field of youth and mobility within Erasmus +, to give migrants and local youth the same opportunities.

HOW WE ADDRESSED THOSE OBJECTIVES THROUGHOUT THE TRAINING?

Solidarity, tolerance and integration are fundamental values that this training promoted. Activities focused on the principles of intercultural dialogue and social inclusion, from both, European and global level. The challenges of migration, such as inclusion and integration of migrants, require development of solidarity and tolerance, and the Training aimed to equip participants with tools

to spread these values among young people, to contribute to the promotion of a more open and informed society that offers the same opportunities to everyone. Ex: Refugees and Asylum Seekers workshop; Inclusion and Integration in Practice and Movement of Person workshop*

The themes of the project adhere to the objectives

of Erasmus + as they contribute to the improvement of the skills and abilities of young people, including those with fewer opportunities, improving the quality of youth work, social inclusion, basic and transversal skills of youth worker, intercultural awareness, the cultural and linguistic diversity and increase cooperation and capacity building of NGOs. As seen in our Erasmus + session, NGO Fair, and the Creating and Introduction of the “Board Game”*.

Since it is a course aimed to youth workers, migrants and local young people had the main beneficiaries of this project. Participants trained their new built methods in a local school with more than 50 students and at the end had a debate about the topics of migrants around the

planet as seems in the last day of the training “Refugee Board Game in Practice”.

The Training developed, therefore, the skills of the participants in working with migration, promoting debates and actions on European citizenship and the universal character of the EU’s core values, such as democracy, the rule of law and human rights and their potential to alleviate the difficulties of migration, through intercultural dialogue, social inclusion and integration of migrants in Europe. Ex: Introduction to Migration, Migration Around Europe, Integration and Inclusion Policy and Ways of Integration Workshops*.

*all workshops are described later on the section Activity Report.



THE TEAM

Marco

MARCO SANTOS

I am Marco Santos, 36 years old, originally from Brazil and living in Estonia since 2008. My formal education is related with Political Science and International Relation and I have done a post-graduation in Law. I am active in the youth field since 2001 in different students and political organization and I do professional youth work since 2005 and acting as a non-formal education trainer since 2006 and current I am a free-lancer trainer and a manager of a small training and project management consultant company in Estonia.



In Change Places, Change Lives, I will be the legal representative of the Hosting Organisation and one of the members of the training team!

HELENA HEIDEMANN

I am Helena, 24 years old and originally from Tartu, Estonia. I have degrees in social work and psychology and right now I'm doing my master's degree in adults' education. I have been in the youth field for 5 years now. I started as a member of international student organisation and very soon went to my first Erasmus+ project. After that experience everything changed for me. I started to seek different international opportunities and not late after that wrote also my own first project. Beside that I have been working as youth worker in an open youth center and as

an outreach youth worker. Currently I am working as a training assistant in Estonian National Agency for Erasmus+ programme, but also coordinate different projects under the hosting organisation.

In Change Places, Change Lives, I am part of the training team and contact person with the local schools.

Helena



NOEMI ARKI

I am Noemi Arki, 22 years old, from Budapest, Hungary. I am studying photography in an art school in Budapest and planning to deal with fine art in the future. Earlier I studied communications and media and currently I work in the field of media as a journalist and as a translator, also as a freelance photographer. I am quite new in the field of youth work, I just started to work for a Hungarian NGO as a volunteer, but I am opened to new experiences. I like arts, fun, and getting to know unique people and cultures and I like to try myself out in very different and diverse activities.

In Change Places, Change Lives I will take care of the photographs, videos, and interviews of the project.



Noemi

MARIS LEPP

I'm Maris Lepp, 21 years old Estonian, who currently is living in Tartu. My formal education is connected to special education and I have been active in youth work since 2013. I'm active member in different youth organizations and I have taken part in several international youth projects in Erasmus+.

In Change Places, Change Lives I have organizing role to make this training memorable for you!



Maris

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TIME/DATE	DAY 0 12TH APRIL	DAY 1 13TH APRIL	DAY 2 14TH APRIL	DAY 3 15TH APRIL	DAY 4 16TH APRIL	DAY 5 17TH APRIL	DAY 6 18TH APRIL	DAY 7 19TH APRIL	
BREAKFAST 08:30-09:30	Arrivals	Breakfast							
MORNING SESSION 1 09:45-11:30		Getting to know each other	Introduction to Migration	Integration and Inclusion Policy	Erasmus+	Introduction to the Refugee Board Game	Refugee Board Game in Practice	Departures	
COFFEE BREAK 11:30-12:00		Coffee break							
MORNING SESSION 2 12:00-13:30		Opening and TC intro	Migration Around Europe	Inclusion and Integration in Practice	Meeting with Refugee Center	Refugee Board Game	Refugee Board Game in Practice		
LUNCH 13:30-15:30		Lunch							
AFTERNOON SESSION 1 15:30-17:00		Team-building exercise	Migration Trends and Factors	Ways of Integration	Meeting with Refugee Center	Refugee Board Game	Evaluation and Sum Up of the Board Game		
COFFEE BREAK 17:00-17:30		Coffee break							
AFTERNOON SESSION 2 17:30-18:30	Reflection Time	NFE Workshop	Refugees and Asylum Seekers	Movement of Persons – European Social Charter	Discover Local Reality	Refugee Board Game	Evaluation and learning audit		
REFLECTION TIME 18:30-19:30		Reflection Time							
DINNER 19:30-20:30		Dinner							
EVENING 21:00-...	Welcome Evening	NGO Fair	Intercultural Evening	Sauna	Free Evening	Social evening	Farewell Party		

ACTIVITY REPORT

12TH APRIL – WELCOMING EVENING

After most of the participants were arrived, they had a dinner after which everybody gathered to the activity room. Trainers started with a short introduction and everybody got the chance to tell their name and country. Evening continued with a get to know game. All participants got a white paper and firstly, they wrote their name in the middle of the paper. Secondly, they had to write four facts about themselves to the corners of the paper. Three facts were true and one not. After a short time, people were asked to walk around the room, check others papers, guess which one is a lie and make a dot next to that.

Each dot were counted and in a big circle, everyone had an opportunity to read out loud their facts, how many people thought it's a lie and relieve what is the actual lie.

Last part of the evening was making a MigrationBook. So each of the participant got a piece of A3 paper to write down some information (name, contacts, favorite book, favorite movie, favorite quote, additional information) for everyone to see. Each MigrationBooks also had an envelope as an inbox for the game called Secret friend.



13TH APRIL – GETTING TO KNOW, OPENING AND TRAINING INTRO, TEAM BUILDING

SESSION 1 – GETTING TO KNOW EACH OTHER

After a small energizer and introduction everybody introduced themselves – name and country. To learn and remember all the names 3 games were played.

Name and sign - Participants were asked to form a circle. Trainer started the game with saying his/her name and making a sign. Next persons in the circle had to repeat the previous name and sign and add their own name and sign.

Alphabetical order – a thin rope was placed to the floor. Participants had to place themselves on the rope. Trainer gave instructions that they are not allowed to talk and they have to be in contact with the rope all the time. The assignment is to form a row according to the alphabetical order of their names.

Human bingo – every participant got the bingo sheet with different questions in each square. Participants had to find a suitable person for each question and write their name there. The one who filled in all the squares first yelled bingo. Then the participants were asked to form a circle again, the trainer checked all the answers and



asked if anyone else in the group have done the thing mentioned in the bingo square (played an instrument, spoke 3 languages, etc).

SESSION 2 – OPENING AND YOUTH EXCHANGE INTRO

The session started with introduction of Noored Ühiskonna Heaks and how this training course was formed. Team members and trainers introduced themselves and told what they are responsible for during the training course.

Participants had to find 6 objectives under their chairs. Objectives were introduced and discussed.

Trainers introduced the programme. They described each session and the aim of it. Each





participant also got a folder with the programme, 8 key competences and reimbursement sheet in between. After that trainers brought out 3 flip charts – what would you like to get from this training course, what are you willing to give during the training course and what can block you from participating. Participants had to use post-it to answer these questions and place them on flip charts. After some time participants were asked to walk around and check what others have written. Trainer made a conclusion of the results of all the flip charts.

Session ended with practicalities.

SESSION 3 – TEAM BUILDING

The whole team went to kickbiking. Organisers rented kick bikes and a guide to do a tour in Tae-

vaskoja forests. The tour lasted for 2 hours.

After the tour, group gathered in the seminar room to reflect the seminar. Trainer divided participants to 4 groups and all the group had guiding questions – how was it? What was the biggest challenge? Did you work as a team? Why? Why not?

Participants brought out, that the experience was quite difficult and challenging, but still worth trying. They also said, that they felt as a team while waiting each other on the track and helping each other to learn to kickbike. They also mentioned that since they all had helmets and all the bikes looked exactly the same, then that created belongingness.

Group guidelines were written down by using the help from the facilitator.



At the end of the session, trainer introduced the concept of formal, non-formal and informal learning.

REFLECTION GROUPS

Trainers divided participants to 5 groups. These groups will stay the same until the end of the course and will meet every evening to go through the day. They will be supported by the reflection booklet that will give them a different method to use each evening. After about 20 minutes, a representative from each group will come to meet with the training team and other representatives. All together they will go through the feedback of the day and trainer will present the outcome of the reflection meeting on the next morning.

EVENING - NGO FAIR

Each country had the opportunity to present their sending organisation.

Trainer gave them some time to make a poster including this information – name of the organisation, country, contacts, main activities and target group. After some time, trainer presented himself as a tv host and asked each group to present a one minute elevator pitch explaining the organisation. Later participants had time to go to different countries and ask more information.

Participants, Samppa and Doris from Finland and Estonia concluded the day:





We kicked our bikes, all the way to the forest. We got to know our trainers, and like nice pink shoes. We got no strong coffee, no blame on Brazilian

horse. Blood streaming, our Hero fall straight out of Heaven Hall! Ten minute commercial on TV, You still drinking alcohol-free?

14TH APRIL - INTRODUCTION TO THE TOPIC, MIGRATION AROUND EUROPE, TRENDS AND FACTORS OF MIGRATION, REFUGEES AND ASYLUM SEEKERS

D2SO1 - INTRODUCTION TO MIGRATION

Morning started with learning hat – trainer taped 7 question to the hat. Participants stood in a circle and hat was going around according the music. Whenever the music stopped, the one with the hat had to take a question and answer it.

After feedback from previous day, trainer asked participants to stand up and find five papers with alphabet all around the room. Participants were asked to think about words connected with migration and write them to the right paper based on the first letter of the word.





Participants were divided into five groups and each group got one paper with part of the alphabet and words. They were asked to discuss words they have in their paper – how they understand these words. Trainer added one extra word to each group.

Groups presented their outcomes and session ended with reflection.

SESSION 2- MIGRATION AROUND EUROPE

Session started with an energizer.

Participants formed groups based on their origin countries and they had to write answers to four questions – where immigrants come from and what are the percentages? What are the main obstacles immigrants face? One good practice of integration. One example of media coverages.

Participants had to find answers to these points already before coming to the training, so right now they had to write the info to the post-its only.

Next part was exhibition. Each country used the same post-its they just created to introduce the situation in their country to others. At first 6



countries found their place in the room and others had opportunity to go and talk with them. Those who were walking around the room had to write down interesting facts they didn't know before. After a short time countries changed roles.

D2SO3 – MIGRATION TRENDS AND FACTOR

Session started with an energizer and a video talking about migration reason and push and pull factors.



Each group got one question from homework – migration numbers and destinations, obstacles migrants face, good practices of integration and examples of media coverages. Each team had to discuss the topic including the facts they heard in last session and the video they just saw. After some time each group introduced the outcomes of the discussions.



Session ended with a short reflection. Trainer, together with participants, connected all the discussed questions into one and concluded that everything is connected and all these things are influencing each other.

EVENING – INTERCULTURAL EVENING

Trainer asked participants to line up themselves so that country members will stand next to each other and then count to four. In this way four groups with as big diversity as possible were created.

With a draw, all the countries were divided into four groups. Each groups had to fit behind the same table and find some similarities between the countries in the group. Each group had time to present their finding and also introduce things they have in their table.





15TH APRIL - INTEGRATION AND INCLUSION POLICES, WAYS OF INTEGRATION, MOVEMENT OF PERSONS

D3SO1 - INTEGRATION AND INCLUSION POLICES

Morning started with learning hat and feedback from previous day.

Trainer divided participants into 5 groups. Each group had one policy/organization – Frontex, Schengen, European Social Charter, International organization for Migration and Geneva Convention. Participants had to answer following questions about the policy/organization – what is it?

What are the main features? How it supports/ is related with migration? 3 interesting facts about it; 2 critics and source of presentation.

After 40 minutes half of the group stayed to the table and others moved around the room to learn more about others discoveries. After some time roles changed and those who walked around went back to their tables, so that others can take a round.

Session ended with a short reflection about what



participants learnt and which interesting facts they found.

D3SO2 – INTEGRATION AND INCLUSION POLICES IN PRACTICE

Five tables with numbers 1-5. Set of cards, paper and pen, 4-5 participants on each table.

Trainer explains that they are in the casino now and they will play a card game. All tables got instructions and they had some time to read it and try the game out. After tryout, trainer told participants, that the tournament will be in silence, so they are not allowed to talk during the whole game. Game introductions were removed from the table. After each trick the winner of the table had to move to a table with a higher number (for example from table 5 to table 4) and loser to lower number. Others remained their seats. This continued for several times. Each table had a bit different rules and this created a lot of mess, confusion and emotions.

During reflection, participants told how they felt during the game. People said that they are happy, confused, and angry. Some of the participants were quite protective toward their rights and game rules and discussion about that was raised by participants. Participants were also asked to make connections between this game and migration. They pointed out that since each table had a bit different rules, then it's like going to a foreign country; people tried to understand and to be understood and being an immigrant you might have the same feeling; accepting and adapting the rules in the game and as a migrant.

D3SO3 – WAYS OF INTEGRATION

Session started with an energizer.

Trainer introduced the concept of a debate, basic definitions and informed participants of the upcoming flow:

- 20 minutes discussion to form 4 arguments
- Presenting arguments
- Midway conclusion from the jury
- 10 minutes discussion to form objections
- Presenting objections
- 5 minutes to prepare for the final speech
- Giving the final speech
- Conclusion from the jury

Topic: migrants in my country should learn our language and culture

3 volunteers formed a jury whose assignment was to observe the debate, give a midway conclusion after arguments and in the end decide which part expressed themselves in a more clear way.

Participants were divided to 2 groups – pros and cons. They got 20 minutes to discuss on the topic and prepare 4 arguments.

2 representatives from each group came in front and they presented their arguments one by one. For each argument they had 1 minute. Pros started with their first argument, after which cons gave theirs. This continued until all the arguments were presented.

Jury made a midway conclusion of each side arguments.

Groups got 10 minutes to discuss and form objections.

2 representatives from each group came in front



again and both sides had 2 minutes to present their objections.

During 5 minutes groups had to discuss what they will say during the final speech and then both sides had 1 minute to give the final speech.

The last part of the debate was given to the jury to conclude what they heard and give each team feedback. They also had to decide who had better arguments and objections this time.

In reflection group guided by the trainer discussed more about integration and why and how we should do it. Participants had very different opin-

ions and this created a discussion about different laws, obligations and if it's right to force people to learn and adapt.

D3SO4 - MOVEMENT OF PERSON

Room setting: door was closed, windows closed and covered with curtains.

Participants were allowed to enter to the room 5 minutes after the actual start of the session. They all had to sit and wait. Guard was keeping people silent and in their places. Trainer was sitting in the room, behind participants and didn't turn any attention to the group at first.



Table and two chairs in front of the room. Trainer went to sit behind the table and started to talk in unknown language. Papers, with questions in several languages, were divided to participants. Guard was still in the room, keeping participants silent and in their places. After some time, the guard collected all the papers.

One of the participants were called in front. Trainer asked several questions in unknown language and since participant wasn't able to answer, she was allowed to leave after some time. Another participant was asked to come in front. She was also asked several questions in

a language that she didn't understand at all. The same repeated with several people.

After several interviews participants were asked to leave because the "office" was closed.

In reflection trainer asked how participants felt during the simulation. People admitted that they didn't feel very good and some said that they have had similar experiences already. Trainer pointed out, that although participants found it to be really funny during the simulation, then it's an actual and real problem and situation.

16TH APRIL – ERASMUS+, WORKSHOP FROM JOHANNES MIHKELSON CENTER

D4SO1 – ERASMUS+

Morning started with learning hat and energizer.

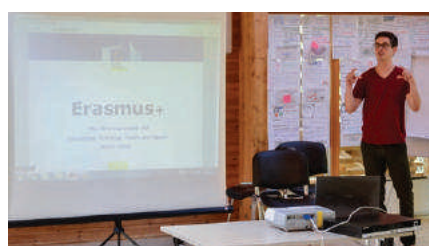
Trainer introduced the basic concept of Erasmus+ - what does it mean, what are previous programs, key actions and generally opportunities you have.

Session continued with two videos about youth exchanges and training courses.

In the last part of the session participants had the possibility to visit life library – participants had an opportunity to choose about which topic (training courses, youth exchanges, EVS) they would like to know more.

D4SO2 – WORKSHOP FROM JOHANNES MIHKELSON CENTER

Representative from Johannes Mikhelson Center came and told us more about the refugee situa-



tion in Estonia and how they are working with refugees. Participants had an opportunity to ask questions, but at the same time also tell more about the situation in their country, because the facilitator created a space to share and learn from each other.

The meeting took place in Tartu youth center Lille Maja.

D4SO3 - DISCOVER LOCAL REALITY

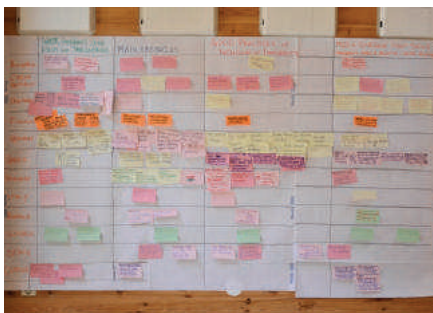
Participants had time to walk around in Tartu and discover the city by themselves.

17TH APRIL - CREATION OF MIGRATION GAME

Trainer introduce the concept of creating a migration game. Participants are asked to create a game that would help youth workers (and other professionals) to cover the topic of migration with youngsters. Trainers give only a very basic practicalities and the rest is on participants hands.

Practicalities for the game:

- We will have two classes of 11th grade students, all together around 60 youngsters
- We can use the main assembly hall
- We will have time from 9:50 until 11:30
- The rest of the day were spent to create the game.



18TH APRIL – IMPLEMENTING AND REFLECTING OF THE GAME, FINAL EVALUATION

D6SO1-2 DELIVERING THE GAME

Participants with the team went to the local school (Põlva Ühisgümnaasium) to implement the game. We had 1,5 hours to work with 40 students from 11th grade.

D6SO2 – REFLECTION OF THE GAME

Session started with feedback race. Participants were divided into two groups and they formed two columns. On the one wall, there were two empty flipchart papers. Teams had to run one by one to the paper and write a word that associate with the previous game

creation experience.

Word participants wrote to flipcharts: energy, knowledge, challenging (2 times), entertaining, interesting (3 times), amazing (2 times), funny, smile, connection, thoughtful, without pressure, fun, informative, wow, learning, shocking, compromise.

After the game trainer introduced the reflection method – five tables with five questions. Participants were divided to the same groups as they were working during the game. Participants went from table to table and discussed all the questions. Five questions discussed:



How was the teamwork? Evaluate from 1(low) to 5 (high). Why?

- 4+ - good improvisation, changes in the last moment, not as organized as we wanted
- 5 - we did not have disagreements, we were on time, we all took turns during the game (different roles), everyone was interested in tasks
- 4 - a little bit loose at the beginning, time management a bit off, the majority was almost every time involved
- 4+1= 5 - fast crisis management, time management could be improved, involvement of all
- 5- - we managed in an easy and steady move to do the task, absolutely no stress, as unorganized as wanted

Was all the group involved? If yes, how? If not, why not?

YES! YES! YES!

- Everybody had a role, but sometimes we stole other roles
- We all cooperated together
- Everyone prepared something and danced
- Everybody was an instructor during the game
- At the beginning not everybody was active, but by the end of the evening everybody was involved and had their own role
- Leaders developed (approved) during the process
- Maybe in some point some were not so involved, but well managed
- We could observe a steady improvement during the teamwork. At the beginning, there were some who weren't so involved, but by the end of the day, everyone found his/her

role in the team

- The tasks weren't divided too equally. Some people had to do more than others.
- Today everyone was focused and cooperated together like we have been working together for weeks
- Sleepy people

What did you learn in this workshop experience?

- Even though we are from different countries, we are a great team. It's difficult to work in big groups. People will not always agree with us and we have to learn to respect different opinions
- To express myself and my ideas
- Better preparation
- Speaking in a different language in front of other and taking the stand
- How "far" I can push myself
- How to work together with so many creative people
- To combine creativity with learning
- To be involved in a big group of persons
- To be spontaneous
- To be flexible + others who don't do a lot
- To observe the group and adapt to the situation
- Listen to the ideas of others (like real listening)
- Being creative and "teaching" someone in the same time
- Group dynamic, some leaders
- Need planning and common terms
- Respect everyone's opinions
- Different motivational speeches in different situations
- Be prepared for changes
- Need of good ideas and the development of each

- Make interesting games to get everyone involved and learn
- Really diverse opinions
- To involve people into activities
- Prepare for no cooperation
- Understand other people thoughts

“Do and don’t” when organizing the game back at home

Do:

- Be able to change the game according the circumstances e.g. age etc
- Observe participants
- Try to stay positive
- Be more prepared
- Expect more
- Open-minded organizing team
- More time
- Give more time to people who don't speak so fluently
- Different methods
- More and faster freedom in the project
- Clear instructions
- Be always on time
- Bigger room
- Do more energizers
- Inspire and guide the participants
- Make more interactive games
- The structure (intro, game, reflection)
- Interactive learning
- Smaller groups for reflection
- Better and more organized

Don't

- Exact information about group size, infra-structure
- Time frame

- Smaller group (higher inclusion)
- No free day or party the day before the project
- Don't underestimate participants
- Be shy
- More structured reflection
- Don't think too easy
- Longer and deeper intro
- Improve the questions and conclusion of the party game

What initiatives You can do back at home to promote the benefits of migration?

- Bring the information to the street
- Be a part of circus workshop with migrants
- Integrate the topic more into circus workshop
- Get to look at the UN refugee game
- Visualize on the map in our circus house rural areas point of view
- Social activities includes refugees
- Introduce new point of view to friends and family
- Tell friends about Erasmus+
- Share my experience and maybe start a new project
- Share the game with my school, so they can share it later
- Organize an activity which involve immigrants and locals
- Repeat the game in my organization
- Maps and some other games for YE
- I do project
- Teach people about benefits and diversity
- Inform about migration
- Flashmob about refugees; movie night; little book about these experiences; conference promotion and presentation of our new game; street places and the simulations we have played here

After some time participants came to a big group and all the topics were discussed and presented.

D6SO4 - FINAL EVALUATION

At the beginning of the session, trainer asked participants to form three equal columns. Participants had to stand exactly behind each other so, that they could put their hands to tell friends. With this exercise, participants were calmed down and they were asked to form a circle.

Trainer asked what they think, why this training course is held exactly in this place. Most participants guessed that the reason might be on a good accommodation possibilities (quiet and a bit separated place). After some time of guessing trainer relieved, that the actual reason is the fact, that this is one of the rare places on earth, where time travelling is possible.

Participants were asked to find a place where they could feel comfortable and close their eyes for the next exercise. Room was made as dark as possible and calming music was playing on background. Trainers leaded participants through all the past training days. When all the sessions and

activities were mentioned and participants arrived back to this day, they were allowed to open their eyes.

Next part was group evaluation. Three flip charts were placed to the floor – your feelings in picture, your contribution and feedback pizza (on scale 0-100%, evaluate your satisfaction with food, accommodation, team, program, free time, importance for you, materials, group feeling). Participants were asked to go to each flip chart and fill it in as they feel. Three flip charts from the first day were also placed to the floor – what will you give, what do you want to get and what can block you. Participants were asked to take away those sticky-notes that were fulfilled. Most of the participants were satisfied with their experience and evaluated their satisfaction with different parts of training to be higher than 80%.

Session continued with final evaluation forms after which participants were asked to sit in a circle. Everyone had an opportunity to share their feelings and emotions with others.

Session ended with dividing Youthpasses and revealing secret friends.

3

**TOOLS AND
MORE INFO**

During the training the participants shared some information and got to know different terms, policies and institutions that work with migrants and migration topics. Participants also developed a game based in non-formal tools and practiced

in a local school with the students.

The group focused on the topic of Refugees and around the game they address other migration topics.

GAME DEVELOPED BY THE PARTICIPANTS

Around Europe - a migration game

Target group: 15 to 20 years old

Amount of players: Up to 30

Instructors: 1-2 instructors per station

Time needed: approx. 1 to 2 hours

BACKGROUND INFO:

Europe is experiencing one of the most significant influxes of migrants and refugees in its history. The movement of people is essential to our everyday life, whether with people coming to live in our countries or ourselves leaving our country for a long or short time period.

It's important to raise awareness about the migration issue among the new generation of Europeans. In order to raise awareness of topics related to migration and mobility issues, we created an interactive station game where the young people get to know more about migration in different ways such as simulations, quizzes, teambuilding exercises, etc.

LEARNING OUTCOMES:

- To raise awareness about migration
- To get information of the situation of migrants in Europe
- To increase interest of young people in European migration and mobility topics
- To improve creativity skills and competences in team work

HOW TO PLAY?

Divide the people in 5 groups of 6 members each. The instructors will be placed in 5 stations around the room and each of them will explain to their own group their tasks. All of the 5 groups will go to a different station where they have to accomplish some challenges (described later). Each group have 10 minutes per station. At the end of each task, the group will receive one of a 5 parts message code. Every group will move to the next station after receiving the message.

After all 5 stations are completed, each group will have a full message on an interesting fact about migration and mobility in Europe.

The groups should work as a team!

TASKS' DESCRIPTION

STATION 1 A REFUGEE'S TRIP

BACKGROUND STORY

Imagine you have to leave your country and you are trying to find your Dreamland. You have a long trip before you arrive and on your way there will also be some obstacles. However, you will have help of some local citizens that will try to guide you. Remember, if you work as a group everything is possible!

INSTRUCTION

For starting the trip to Dreamland all the participants have to be blindfolded and holding hands. The instructor will guide them through the obstacles until they arrive to the next point. Now they have to pay for their boat trip, so all of them must give something (their phone, a bracelet...) to the instructor.

Their boat is a runway made out of 7 A4 paper;

each person will stand on an A4 paper. In order to move, you have to bring the last A4 paper to the front. Some of the A4 paper contains a question hidden on the back. If they answer correctly the question, they move, if not, a person leaves the boat.

The questions on the A4 paper should be adapted to the current situation of the refugees in each country and or in Europe. Be creative!

TIME ALLOWED

10 to 15 minutes

MATERIALS

- 1 rope
- 6 blindfolds (or something to cover the eyes)
- 1 table
- A4 paper with questions on the back

STATION 2 MAP OF EUROPE

BACKGROUND STORY

Today's class is about Europe and the situation of the refugee's in Europe. You will now participate in an interactive class and work in group in order to discover more about the population in Europe and what are the real numbers of refugees in our continent.

INSTRUCTION

Instructor needs to prepare and research beforehand:

- One flipchart with the map of European Union on it. Should be visible every country border and you should add part of north of

Africa, Middle East and Eastern Europe.

- All the names of European countries written in post-it, each country per post it and all post-it with the same colour
- All the amount of population living in each of the countries mentioned before, write the population of each country in a different post-it, all post its should have the same colour but different than the colour before
- All the amount of the refugees living in each of those countries mentioned before, write the number of the refugees of each country in a different post-it, all post its should have the same colour but different than the colours before
- All the percentage of the refugees living in those countries when comparing with the total of the population, write the number of the refugees of each country in a different post-it, all post its should have the same colours but different than the colour before

Facilitator should be sure about the numbers they gather. We suggest using Eurostat data: <http://ec.europa.eu/eurostat>

During the game instructor asks the participants

to place in the map the post-its with the name of the countries following for the populations of each country, then the amount of refugees living in that country and for the last the percentage of the refugees when comparing with the general population of the country. Instructor allows participants to guess and support in case of mistakes. During the whole game instructor should engage in conversation with the participants about the numbers and what is the opinion of the group.

Suggested Questions:

What can you see when the post-its are on the map? Do you know any refugee personally? Which kind of news that you hear about refugees? Do you believe on it?

Instructor can bring positive examples of refugees and migrants impact on the countries and share that with the groups

MATERIALS

- Flip Chart papers
- 4 blocks of posts its with different colours
- Markers

STATION 3 CAN YOU GO TO PARTY?

BACKGROUND STORY

It is weekend night and the weather is very good and you meet your friends. You are going to a party with them.

INSTRUCTION

i) The instructor asks the participants:

1. "Do you like going to parties?"

ii) Role play:

In a bag are folded papers with different roles: Refugee, Erasmus Student, Rich teenager, Work Migrant, Irregular Migrant, Famous actor.

1. Create a calm atmosphere with some soft background music. Alternatively, ask the participants for silence.
2. Hand out the role cards at random, one to each participant. Tell them to keep it to themselves and not to show it to anyone else.
3. Invite them to sit down (preferably on the floor) and to read their role card.
4. Now ask them to begin to get into role. To help, read out some of the following questions, pausing after each one, to give people time to reflect and build up a picture of themselves and their lives:
 - 4.1. What was your childhood like? What sort of house did you live in? What kind of games did you play? What sort of work did your parents do?
 - 4.2. What is your everyday life like now? Where do you socialise? What do you do in the morning, in the afternoon, in the evening?
 - 4.3. What sort of lifestyle do you have? Where do you live? How much money do you earn each month? What do you do in your leisure time? What you do in your holidays?
 - 4.4. What excites you and what are you afraid of?
5. Now ask people to remain absolutely silent as they line up beside each other (like on a starting line)
6. Tell the participants that you are going to read out a list of situations or events. 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.

7. Read out the situations one at a time. Pause for a while between each statement to allow people time to step forward and to look around to take note of their positions relative to each other.
8. At the end invite everyone to take note of their final positions. Then give them a couple of minutes to come out of role before debriefing in plenary.

iii) The questions:

1. Can you take a shower before you go to a party?
2. Can you take a car and drive your friends there?
3. Can you choose the club where you want to go?
4. Can you afford to buy new clothes before going out?
5. If you find a partner at the party, can you marry him/her?
6. Can you go to a party by helicopter?

iv) After the party:

Start by asking participants about what happened and how they feel about the activity and then go on to talk about the issues raised and what they learnt.

1. How did people feel stepping forward - or not?
2. For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were?

3. Did anyone feel that there were moments when their basic human rights were being ignored?
4. Can people guess each other's roles? (Let people reveal their roles during this part of the discussion)
5. How easy or difficult was it to play the different roles? How did they imagine what the person they were playing was like?
6. Does the exercise mirror society in some way? How?
7. Which human rights are at stake for each of the roles? Could anyone say that their human rights were not being respected or that they did not have access to them?
9. What first steps could be taken to address the inequalities in society?

MATERIALS

- Role cards
- An open space (a corridor, large room or outdoors)

This game was based in on the Take a Step Forward from Compass Human Right Education Manual: http://www.eycb.coe.int/compass/en/chapter_2/2_38.asp

STATION 4 SPAGHETTI TOWER BUILDING

BACKGROUND STORY

Imagine you have just arrived in your hosting country where you have to build up a new life. As you are a fresh starter, you don't have many things available. However, you know that with the help of local citizens and other migrants and refugees you can start your new life. Build a strong society together with them!

INSTRUCTION

Construct a tower as high as possible using spaghetti and marshmallows! Limited supplies of materials are available. Pieces of spaghetti may

be broken into desired lengths. Marshmallows also can be divided. Only the materials provided can be used.

TIME ALLOWED

9 minutes

MATERIALS

- 20 spaghetti
- 3 marshmallows
- 1 tape
- 1 string
- 1 scissors

STATION 5

WELCOME TO ESTONIA!

BACKGROUND INFORMATION AND INSTRUCTION

You are working at a NGO that provides aid to asylum seekers and refugees. The government of Estonia asks you to create a promotional video for inviting immigrants to Estonia. Bring out the positive aspects. The video should be entertaining, but informative.

PREPARATION OF THE VIDEO:

8 minutes

DURATION OF THE VIDEO:

1 minute

LANGUAGE:

English

METHODS:

Your choice (you can talk, draw, dance, sing, make a pantomime, use a flip chart etc.)

END OF THE GAME

MESSAGES:

1. There are not illegal immigrants.
2. Schengen area policy makes European mobility possible.
3. Lebanon has more refugees than Europe.
4. Push and Pulls Factors explains why people migrate
5. Human and Social Right for all Refugees

PASSPORT :

AROUND EUROPE

Collect them all!



GROUP NR:



Station 1

Station 2

Station 3

Station 4

Station 5

DEBRIEFING AND EVALUATION

Start debriefing immediately after having played the game; it is an inseparable part of the game! Questions and reflections should be based on both dialogues during the game and the situation emerging at the end.

Participants can recall what happened during the game, describing it again for illustrating the ideas, tensions or findings. However, the debriefing should not be used to repeat the discussions that took place during the games. The games are over and the debriefing should serve to build the “learning and action gap” to reality. Therefore, you may want to re-role in order to help participants to come back to their own reality.

During this phase, you will discuss with the participants and prioritize the findings and lessons learnt in the line of the objectives of each game. This means deepening their understanding of migration, the links between refugees and European policies, similarities with the reality of participants and possibilities of taking action for support migration and refugees.

Some guiding questions as example:

- Was it realistic?
- Is there any similarity between the game and your own reality? What is not similar?
- What challenges migration face in your country?
- Who are responsible for implementing and monitoring the migrants in your country? How are their rights guaranteed?
- What should be done for fighting exclusion of migrants or refugees?
- What young people can do?

- Was there anything new for you?
- What did you learn from this game?

SUGGESTIONS FOR EXTRA MATERIAL:

Passages

The purpose of this game is to create awareness of the difficulties experienced by refugees as they flee their homes and countries towards an uncertain future.

It is essential that you, as the game leader, have some prior knowledge of these difficulties and the emotions they provoke. As a first step in your preparation, therefore, we propose that you go through some short experiments, in order to give you “personal” experience. As a second step, we have provided you with a few suggested readings. Finally, you will be guided through the different elements of the game, including how to be a game leader and how to prepare the necessary materials.

Here: <http://www.unhcr.org/473dc1772.pdf>

Not Just Numbers

“Not Just Numbers” is a toolkit about migration and asylum in the European Union produced by the International Organization for Migration(IOM) and the United Nations High Commissioner for Refugees (UNHCR).

As European societies become more multi-cultural, the need to raise awareness and promote understanding of the many reasons for which people choose or are forced to leave their own countries grows.

The toolkit provides young people with the opportunity to understand that behind each anonymous statistic related to migration and asylum seekers, there is a human face and a personal story. In doing so it also addresses issues related to discrimination and xenophobia.

Here: <http://www.unhcr.org/pages/4b7409436.html>

Compass – Human Rights Education Manual

Here: <http://www.eycb.coe.int/compass/en/contents.html>

KEY MIGRATION TERMS

Assimilation - Adaptation of one ethnic or social group – usually a minority – to another. Assimilation involves the subsuming of language, traditions, values, mores and behaviour or even fundamental vital interests. Although the traditional cultural practices of the group are unlikely to be completely abandoned, on the whole assimilation will lead one group to be socially indistinguishable from other members of the society. Assimilation is the most extreme form of acculturation.

Assisted Voluntary Return - Administrative, logistical, financial and reintegration support to rejected asylum seekers, victims of trafficking in human beings, stranded migrants, qualified nationals and other migrants unable or unwilling to remain in the host country who volunteer to return to their countries of origin.

Asylum seeker - A person who seeks safety from persecution or serious harm in a country other than his or her own and awaits a decision on the application for refugee status under relevant

international and national instruments. In case of a negative decision, the person must leave the country and may be expelled, as may any non-national in an irregular or unlawful situation, unless permission to stay is provided on humanitarian or other related grounds.

Border management - Facilitation of authorized flows of persons, including business people, tourists, migrants and refugees, across a border and the detection and prevention of irregular entry of non-nationals into a given country. Measures to manage borders include the imposition by States of visa requirements, carrier sanctions against transportation companies bringing irregular migrants to the territory, and interdiction at sea. International standards require a balancing between facilitating the entry of legitimate travellers and preventing that of travellers entering for inappropriate reasons or with invalid documentation.

Brain drain - Emigration of trained and talented individuals from the country of origin to another country resulting in a depletion of skills resources in the former.

Brain gain - Immigration of trained and talented individuals into the destination country. Also called “reverse brain drain”.

Capacity building - Building capacity of governments and civil society by increasing their knowledge and enhancing their skills. Capacity building can take the form of substantive direct project design and implementation with a partner government, training opportunities, or in other circumstances facilitation of a bilateral or multilateral agenda for dialogue development put in place by concerned authorities. In all cases, capacity

building aims to build towards generally acceptable benchmarks of management practices.

Circular migration - The fluid movement of people between countries, including temporary or long-term movement which may be beneficial to all involved, if occurring voluntarily and linked to the labour needs of countries of origin and destination.

Country of origin - The country that is a source of migratory flows (regular or irregular).

Emigration - The act of departing or exiting from one State with a view to settling in another.

Facilitated migration - Fostering or encouraging of regular migration by making travel easier and more convenient. This may take the form of a streamlined visa application process, or efficient and well-staffed passenger inspection procedures.

Forced migration - A migratory movement in which an element of coercion exists, including threats to life and livelihood, whether arising from natural or man-made causes (e.g. movements of refugees and internally displaced persons as well as people displaced by natural or environmental disasters, chemical or nuclear disasters, famine, or development projects).

Freedom of movement - A human right comprising three basic elements: freedom of movement within the territory of a country (Art. 13(1), Universal Declaration of Human Rights, 1948: "Everyone has the right to freedom of movement and residence within the borders of each state."), the right to leave any country and the right to return to his or her own country (Art. 13(2), Universal Declaration of Human Rights, 1948: "Everyone

has the right to leave any country, including his own, and to return to his country. See also Art. 12, International Covenant on Civil and Political Rights. Freedom of movement is also referred to in the context of freedom of movement arrangements between States at the regional level (e.g. European Union).

Immigration - A process by which non-nationals move into a country for the purpose of settlement.

Internally Displaced Person (IDP) - Persons or groups of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized State border (Guiding Principles on Internal Displacement, UN Doc E/CN.4/1998/53/Add.2.). See also de facto refugees, displaced person, externally displaced persons, and uprooted people.

International minimum standards - The doctrine under which non-nationals benefit from a group of rights directly determined by public international law, independently of rights internally determined by the State in which the non-national finds him or herself. A State is required to observe minimum standards set by international law with respect to treatment of non-nationals present on its territory (or the property of such persons), (e.g. denial of justice, unwarranted delay or obstruction of access to courts are in breach of international minimum standards required by international law). In some cases, the level of protection guaranteed by the international minimum standard may be superior to that standard

which the State grants its own nationals.

Irregular migration - Movement that takes place outside the regulatory norms of the sending, transit and receiving countries. There is no clear or universally accepted definition of irregular migration. From the perspective of destination countries it is entry, stay or work in a country without the necessary authorization or documents required under immigration regulations. From the perspective of the sending country, the irregularity is for example seen in cases in which a person crosses an international boundary without a valid passport or travel document or does not fulfil the administrative requirements for leaving the country. There is, however, a tendency to restrict the use of the term “illegal migration” to cases of smuggling of migrants and trafficking in persons.

Labour migration - Movement of persons from one State to another, or within their own country of residence, for the purpose of employment. Labour migration is addressed by most States in their migration laws. In addition, some States take an active role in regulating outward labour migration and seeking opportunities for their nationals abroad.

Migrant - IOM defines a migrant as any person who is moving or has moved across an international border or within a State away from his/her habitual place of residence, regardless of (1) the person's legal status; (2) whether the movement is voluntary or involuntary; (3) what the causes for the movement are; or (4) what the length of the stay is. IOM concerns itself with migrants and migration-related issues and, in agreement with relevant States, with migrants who are in need of international migration services.

Migration - The movement of a person or a group of persons, either across an international border, or within a State. It is a population movement, encompassing any kind of movement of people, whatever its length, composition and causes; it includes migration of refugees, displaced persons, economic migrants, and persons moving for other purposes, including family reunification.

Migration management - A term used to encompass numerous governmental functions within a national system for the orderly and humane management for cross-border migration, particularly managing the entry and presence of foreigners within the borders of the State and the protection of refugees and others in need of protection. It refers to a planned approach to the development of policy, legislative and administrative responses to key migration issues.

Naturalization - Granting by a State of its nationality to a non-national through a formal act on the application of the individual concerned. International law does not provide detailed rules for naturalization, but it recognizes the competence of every State to naturalize those who are not its nationals and who apply to become its nationals.

Orderly migration - The movement of a person from his or her usual place of residence to a new place of residence, in keeping with the laws and regulations governing exit of the country of origin and travel, transit and entry into the destination or host country.

Push-pull factors - Migration is often analysed in terms of the “push-pull model”, which looks at the push factors, which drive people to leave their country (such as economic, social, or political problems) and the pull factors attracting them

to the country of destination.

Receiving country - Country of destination or a third country. In the case of return or repatriation, also the country of origin. Country that has accepted to receive a certain number of refugees and migrants on a yearly basis by presidential, ministerial or parliamentary decision.

Refugee - A person who, "owing to a well-founded fear of persecution for reasons of race, religion, nationality, membership of a particular social group or political opinions, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country. (Art. 1(A)(2), Convention relating to the Status of Refugees, Art. 1A(2), 1951 as modified by the 1967 Protocol). In addition to the refugee definition in the 1951 Refugee Convention, Art. 1(2), 1969 Organization of African Unity (OAU) Convention defines a refugee as any person compelled to leave his or her country "owing to external aggression, occupation, foreign domination or events seriously disturbing public order in either part or the whole of his country or origin or nationality." Similarly, the 1984 Cartagena Declaration states that refugees also include persons who flee their country "because their lives, security or freedom have been threatened by generalised violence, foreign aggression, internal conflicts, massive violations of human rights or other circumstances which have seriously disturbed public order."

Remittances - Monies earned or acquired by non-nationals that are transferred back to their country of origin.

Repatriation - The personal right of a refugee, prisoner of war or a civil detainee to return to his

or her country of nationality under specific conditions laid down in various international instruments (Geneva Conventions, 1949 and Protocols, 1977, the Regulations Respecting the Laws and Customs of War on Land, Annexed to the Fourth Hague Convention, 1907, human rights instruments as well as customary international law). The option of repatriation is bestowed upon the individual personally and not upon the detaining power. In the law of international armed conflict, repatriation also entails the obligation of the detaining power to release eligible persons (soldiers and civilians) and the duty of the country of origin to receive its own nationals at the end of hostilities. Even if treaty law does not contain a general rule on this point, it is today readily accepted that the repatriation of prisoners of war and civil detainees has been consented to implicitly by the interested parties. Repatriation as a term also applies to diplomatic envoys and international officials in time of international crisis as well as expatriates and migrants.

Resettlement - The relocation and integration of people (refugees, internally displaced persons, etc.) into another geographical area and environment, usually in a third country. In the refugee context, the transfer of refugees from the country in which they have sought refuge to another State that has agreed to admit them. The refugees will usually be granted asylum or some other form of long-term resident rights and, in many cases, will have the opportunity to become naturalized.

Smuggling - "The procurement, in order to obtain, directly or indirectly, a financial or other material benefit, of the illegal entry of a person into a State Party of which the person is not a national or a permanent resident" (Art. 3(a), UN Protocol Against the Smuggling of Migrants by Land, Sea

and Air, supplementing the United Nations Convention against Transnational Organized Crime, 2000). Smuggling, contrary to trafficking, does not require an element of exploitation, coercion, or violation of human rights.

Stateless person - A person who is not considered as a national by any State under the operation of its law" (Art. 1, UN Convention relating to the Status of Stateless Persons, 1954). As such, a stateless person lacks those rights attributable to national diplomatic protection of a State, no inherent right of sojourn in the State of residence and no right of return in case he or she travels.

Technical cooperation - Coordinated action in which two or several actors share information and expertise on a given subject usually focused on public sector functions (e.g. development of legislation and procedures, assistance with the design and implementation of infrastructure, or technological enhancement).

Trafficking in persons - "The recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation" (Art. 3(a), UN Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, Supplementing the UN Convention against Transnational Organized Crime, 2000). Trafficking in persons can take place within the borders of one State or may have a transnational character.

Xenophobia - At the international level, no uni-

versally accepted definition of xenophobia exists, though it can be described as attitudes, prejudices and behaviour that reject, exclude and often vilify persons, based on the perception that they are outsiders or foreigners to the community, society or national identity. There is a close link between racism and xenophobia, two terms that can be hard to differentiate from each other.

Source: IOM, Glossary on Migration, International Migration Law Series No. 25, 2011

KEY INSTITUTIONS AND POLICIES CLOSELY CONNECTED WITH MIGRATION

Schengen Area and Cooperation

The Schengen area and cooperation are founded on the Schengen Agreement of 1985. The Schengen area represents a territory where the free movement of persons is guaranteed. The signatory states to the agreement have abolished all internal borders in lieu of a single external border. Here common rules and procedures are applied with regard to visas for short stays, asylum requests and border controls. Simultaneously, to guarantee security within the Schengen area, cooperation and coordination between police services and judicial authorities have been stepped up. Schengen cooperation has been incorporated into the European Union (EU) legal framework by the Treaty of Amsterdam of 1997. However, all countries cooperating in Schengen are not parties to the Schengen area. This is either because they do not wish to eliminate border controls or because they do not yet fulfil the required conditions for the application of the Schengen acquis.

More info: <http://eur-lex.europa.eu/legal-content/>

<EN/TXT/?uri=URISERV%3A133020>

Frontex

Frontex promotes, coordinates and develops European border management in line with the EU fundamental rights charter applying the concept of Integrated Border Management. Frontex helps border authorities from different EU countries work together. Frontex's full title is the European Agency for the Management of Operational Cooperation at the External Borders of the Member States of the European Union. The agency was set up in 2004 to reinforce and streamline cooperation between national border authorities.

More info: <http://frontex.europa.eu/>

Geneva Convention

The Geneva Conventions are a set of treaties regarding humanitarian issues of civilians and combatants in wartime.

More info: https://www.law.cornell.edu/wex/geneva_conventions

European Social Charter

The European Social Charter is a Council of Europe treaty that guarantees fundamental social and economic rights as a counterpart to the European Convention on Human Rights, which refers to civil and political rights. It guarantees a broad range of everyday human rights related to employment, housing, health, education, social protection and welfare.

More info: <http://www.coe.int/en/web/turin-eu->

<ropean-social-charter/home>

United Nations High Commissioner for Refugees

The agency is mandated to lead and co-ordinate international action to protect refugees and resolve refugee problems worldwide. Its primary purpose is to safeguard the rights and well-being of refugees. It strives to ensure that everyone can exercise the right to seek asylum and find safe refuge in another State, with the option to return home voluntarily, integrate locally or to resettle in a third country. It also has a mandate to help stateless people.

More info: <http://www.unhcr.org/cgi-bin/txis/vtx/home>

International Organisation for Migration – IOM

IOM is the leading inter-governmental organization in the field of migration and works closely with governmental, intergovernmental and non-governmental partners. IOM is dedicated to promoting humane and orderly migration for the benefit of all. It does so by providing services and advice to governments and migrants.

It works to help ensure the orderly and humane management of migration, to promote international cooperation on migration issues, to assist in the search for practical solutions to migration problems and to provide humanitarian assistance to migrants in need, including refugees and internally displaced people. The IOM Constitution recognizes the link between migration and economic, social and cultural development, as well as to the right of freedom of movement.

More info: <http://www.iom.int/>

4

CONCLUSION

EVALUATION GRAPHS

The Evaluation was done throughout the project in different phases. The main elements were Daily Evaluation and Reflection; Team Evaluation; Mid-Term Evaluation and Final Evaluation.

Daily Reflection was made, based of a Learning Booklet that was built for the participants and it was divided between Personal Reflection – which brought some guiding questions and space for learning outcomes – and Group Reflections – which had a different exercise every day to be debated in a small group and point out the learning outcomes of the groups.

MID-TERM EVALUATION

Here are the results of the mid-term evaluations done within the group:

On mid-term evaluation participants assessed training on fallowing aspects on scale 1 to 5:

How interesting/uninteresting the training is; too slow/fast;

Too easy/difficult for them;

How relevant/irrelevant is the topic for them;

How organized/disorganized the training is;

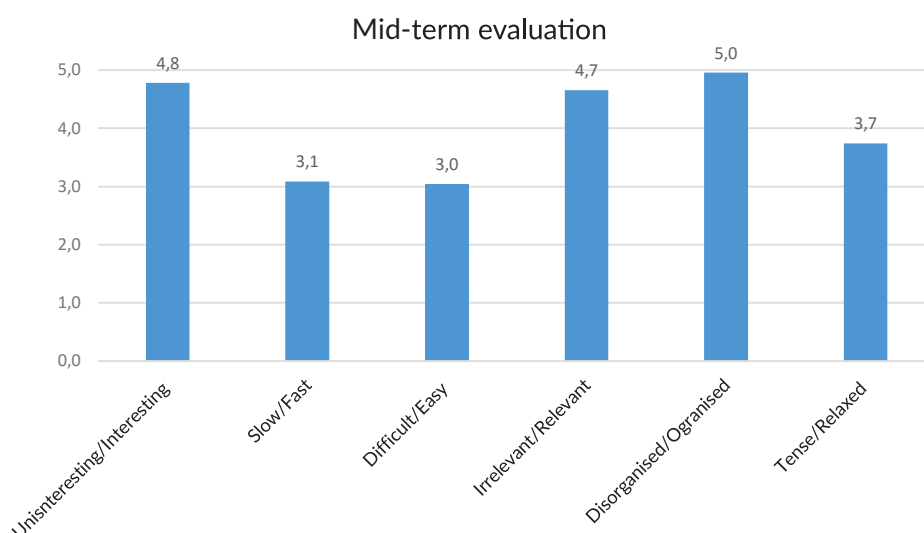
How tense/relaxed the trainings is

On the diagram you see the average answer to each question.

We wanted to keep a balance in the pace of the training – slow/fast; Difficult/Easy; Tense Relaxed – we had an average 3.25 points which indicate good results in the pace of the training.

The organization and priority were intended to have high results – Irrelevant/Relevant; Disorganized/Organized – where we had an average of 4.85 which indicates an excellent result on how the content and methods were have been approved.

Due to those results the training team did not foreseen changes on the pace and content details of the programme.



FINAL EVALUATION

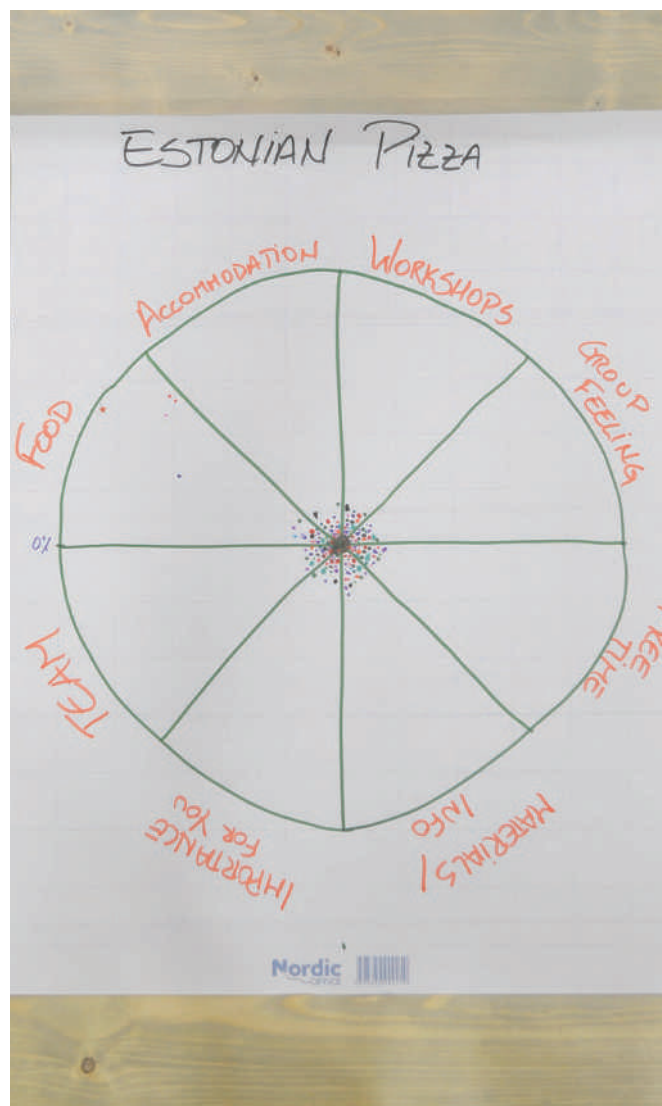
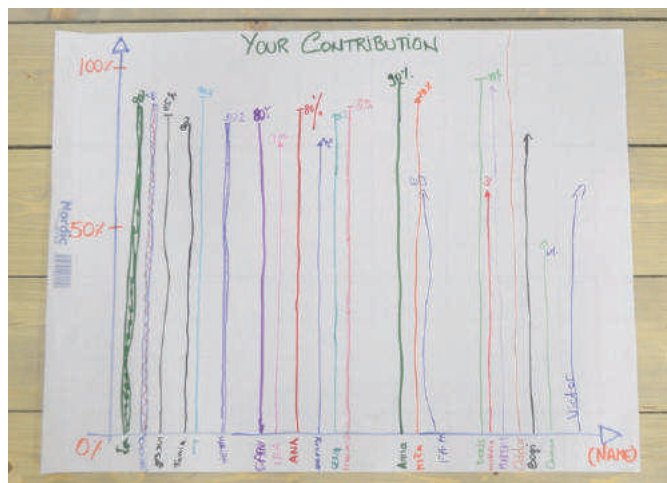
After a small review of the week participants were requested to fill a group evaluation in 3 different flipcharts and a personal evaluation in a form.

Group Evaluation



Participants could have a drawing that would represent their feeling during this training. Result portraits happiness, ideas and union of the group.

Participants were asked to evaluate their contribution for the training and how much they gave from themselves. The average result was close to 80%. The result shows the commitment of the partners and participants with the training and its content.



Participants were asked to mark their satisfaction in some elements of the training. The high is their satisfaction, they should make closer to the center and the less satisfied the dot should be closer to the border. The elements were: Food; Accommodation; Workshops; Group Feeling; Free Time; Materials/Info; Relevance; Training Team.

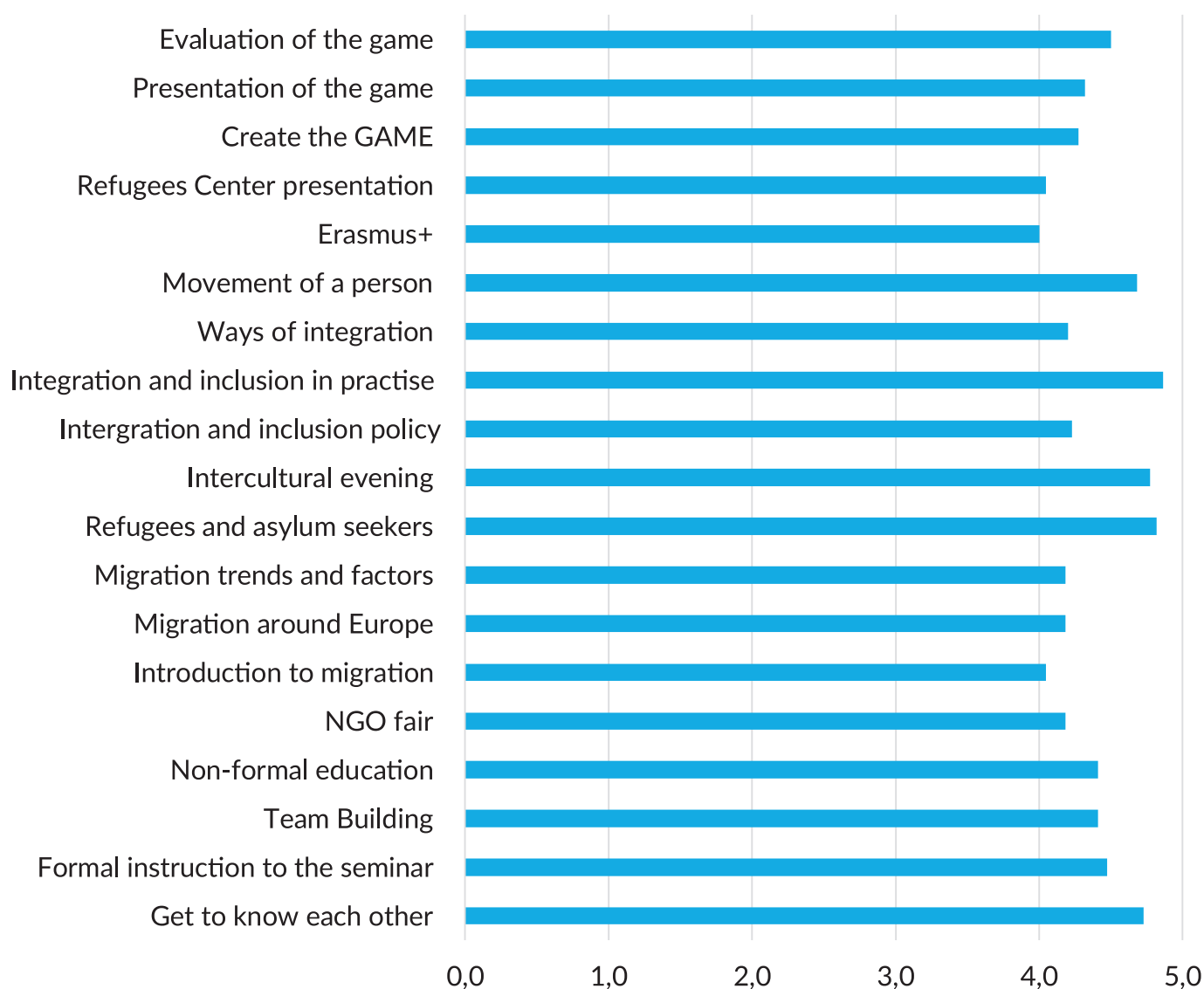
The result was surprisingly astonishing as the great majority of the dots were places very close to the center. Except 3 dots in the food element, all the rest were placed in a range of 90% of satisfaction of all the elements.

PERSONAL EVALUATION FORMS QUANTITATIVE RESULTS

Participants were asked to assess the learning process on each session on scale 1 (I did not learn anything) to 5 (I learnt a lot). Following you can see average answer to each question.

The results show that every single session had a rate from 4 to higher.

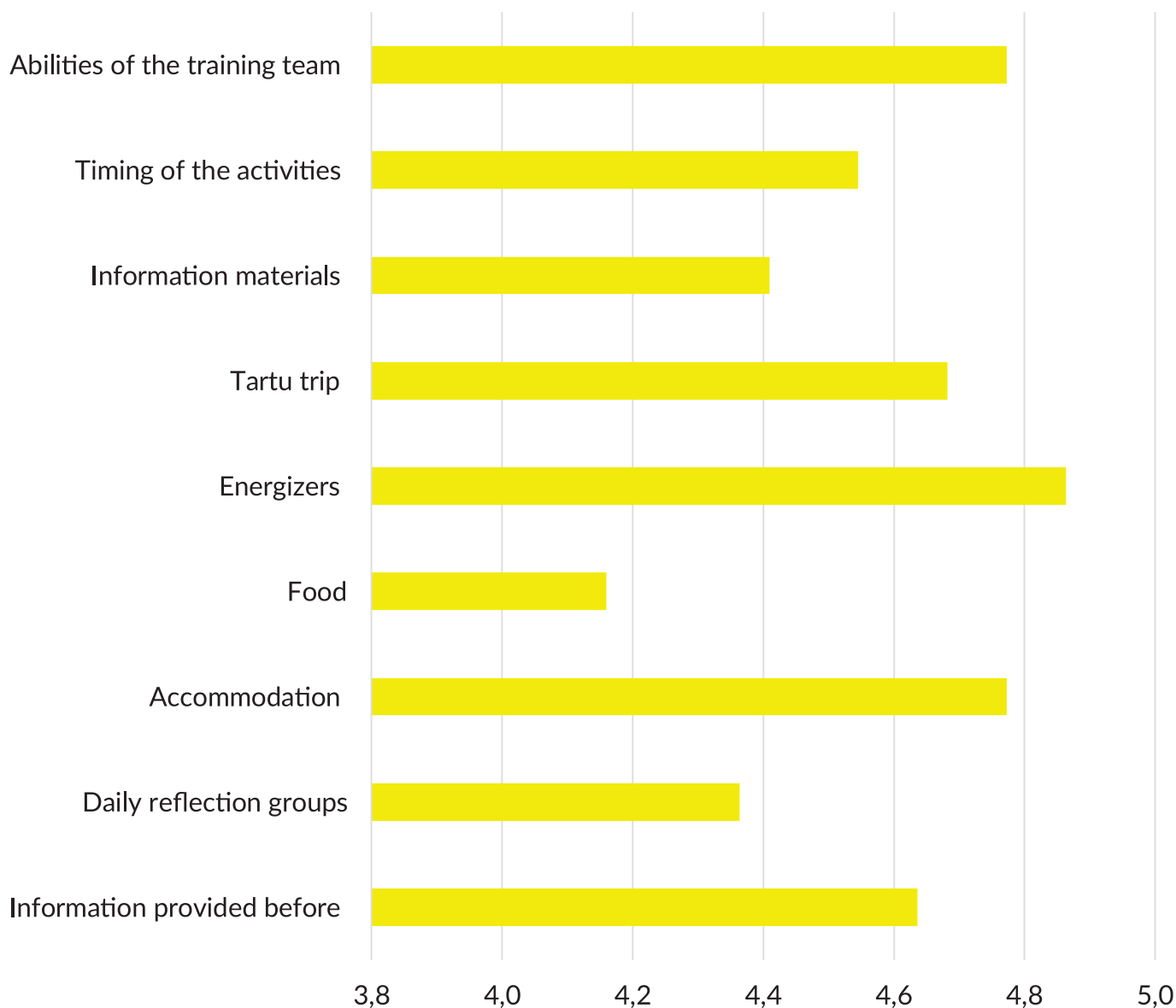
Average scores to sessions



On the scale 1 to 5, participants evaluated their satisfaction with organizational elements.

All elements were ranked 4 or more in average.

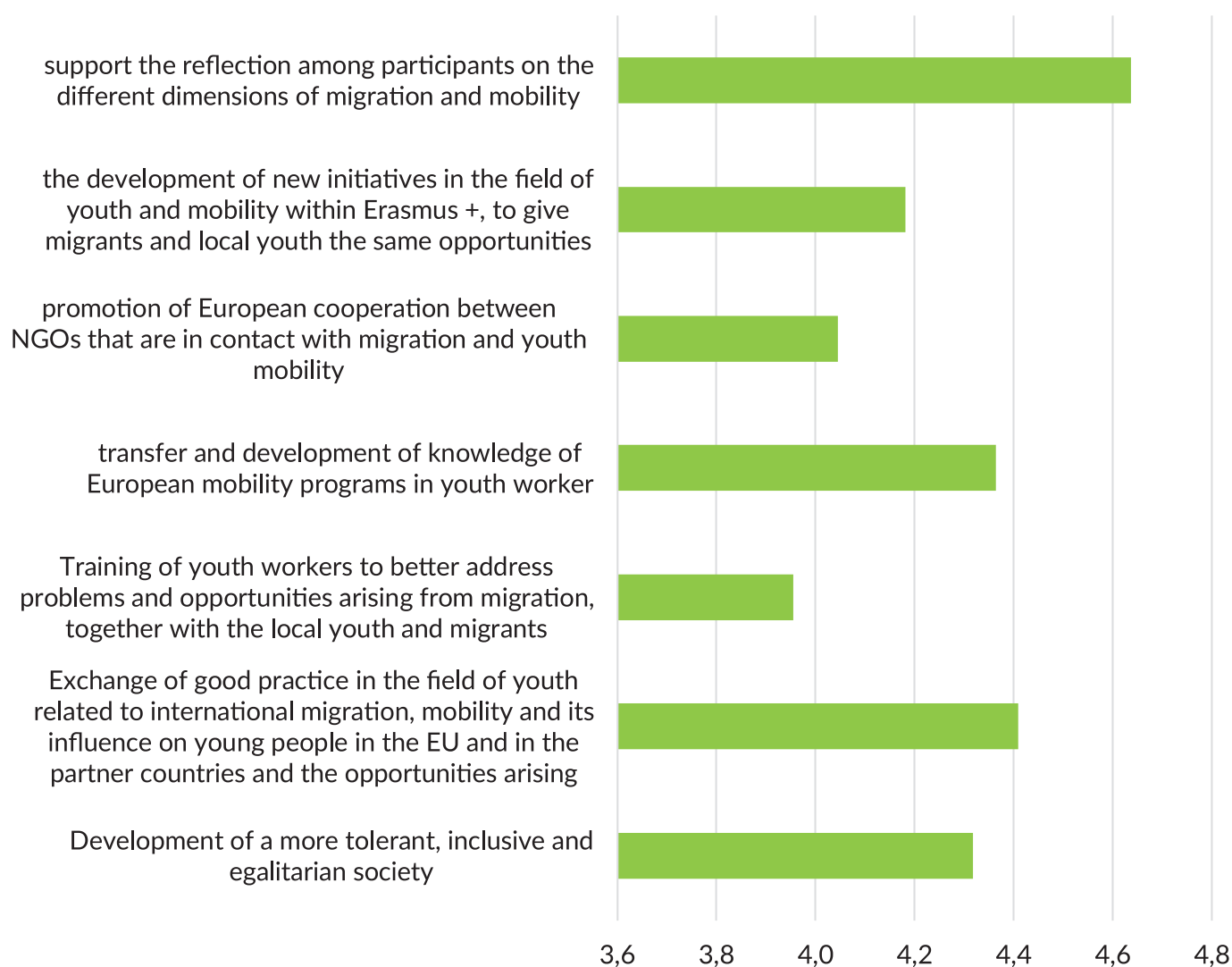
Average evaluation for organisational part



OBJECTIVES OF THE TRAINING

The average score to fulfillment of training objectives on scale 1 to 5 (1 - not at all, 5 – fully). The results show a range from 3.9 to 4.6 as average, indicating a good result in the perspective of the participants.

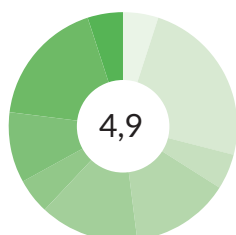
Fulfillment of Objectives



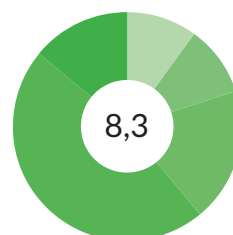
Participants were asked to evaluate some elements comparing before the training being held and after the training from 1 to 10 (1 - not able at all, 10 - fully able). Here are the results:

OVERALL UNDERSTANDING OF ERASMUS + PROGRAMME AND ITS POSSIBILITIES

BEFORE

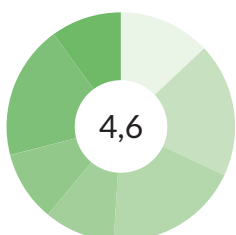


AFTER

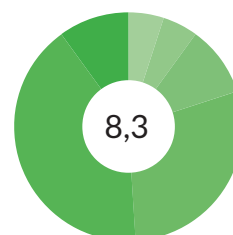


PERSPECTIVES FOR IMPROVING YOUR YOUTH EXCHANGES AND YOUTH ACTIVITIES

BEFORE

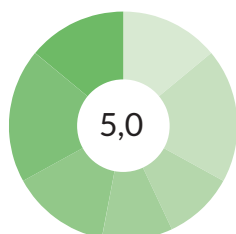


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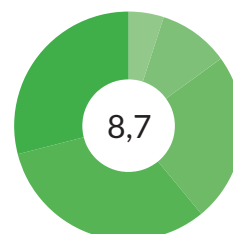


UNDERSTANDING DIFFERENT ASPECTS AND FACTOR OF MIGRATION IN EUROPE

BEFORE

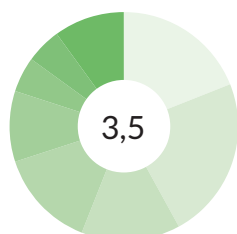


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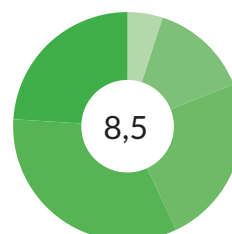


INSPIRATION TO INTEGRATE MIGRATION OR RELATED TOPICS IN YOUNG PEOPLE PROJECTS

BEFORE

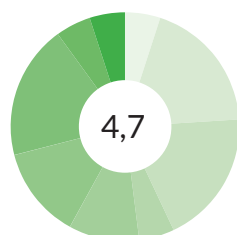


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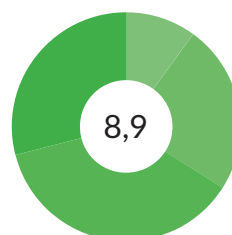


UNDERSTANDING OF DIFFERENT METHODS AND TOOLS FOR NON-FORMAL EDUCATION ACTIVITIES

BEFORE

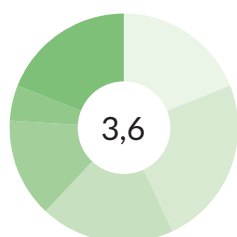


AFTER

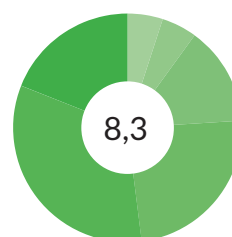


UNDERSTANDING OF ASPECTS OF MIGRATIONS AND HOW TO DEVELOP THEM IN A YOUTH PROJECT

BEFORE



AFTER



The overall result of all elements shows a big improvement of the participant's perception on their competences on practical areas that would lead to an improvement of future local and international activities held by the.

LEARNING OUTCOMES

Participants were asked to give feedback on their main achievements during the week in a qualitative descriptive way. Those are the results:

Comments and suggestions regarding the training programme:

- It is really difficult to make a suggestion because the training was 99.9% perfect. You can really see your experience as trainers and that you reached the closest thing to a perfect training
- At first I thought that there would be only some workshops and the rest would be boring talking sessions or theories. However, the whole process and training course was done in such a fun and active way to which, I could not do anything, but participate with all my energy
- The whole programme was so much fun and informative at the same time. It's a pity that at universities and formal education, these two can't be connected because it would be more useful
- Thank you very much for transmitting the energy and knowledge!
- It was really amazing! I felt at home. I learnt a lot of things and if possible I want to restart again!
- I liked the idea that everybody had possibility to speak, bring ideas. It definitely motivated me to find and participate in another project

Biggest personal achievement:

- To share my ideas without fear of being judged and at some point to try to catch the leading role

- Speaking out loud to the whole group. It was said before that I am quite shy
- My biggest personal achievement was that I was able to get out of my comfort zone, fight my shyness and try to get outgoing in a foreign environment
- To take up a subject I worked with 20 years ago and see it fit even better into what I'm doing now. Inspiration to do more.
- To be myself and to accept things as they are
- Improve my English. I mean that I can speak in big group, because before I really didn't like it. I have more information about migration in different countries. Now I know more about Erasmus+ and also I am more interested about the world with youth on international level
- I felt this kind of projects are really useful to grow up personally and professionally and sure I will go back home and use any activities and games we learned here
- To learn about refugees from different point of view
- Stay with other people from different countries, understanding their thoughts....
- Had the possibility to discover my limits, to break them down and to know me and what to improve /work at
- I have to learn English so much more, because when you know the language very well, you can participate better
- I learnt during this TC many new things related with migration. I can now more deeply understand this topic. This raised my will to help immigrants currently coming to Europe
- To speak in public in English

- I can't name one personal achievement. I can write at least two: I overcame my shyness and after two days started to participate more actively. I became a bit more "open-minded", accepting other's peoples opinion, because in Bulgaria the opinion for the refugees is very negative
- Get to know very nice and open people
- I managed to understand in a special way the aspects of immigration, being active part of a team, improve my communicational and creative skills and felt confident about returning and contribute and involving actively in actions.

DISSEMINATION

The project created 3 main videos to disseminate the training and its content.

The videos were made by the participants with the support of the training team. The video material was disseminated among partners and other stakeholders in order to give an extra visibility of the event and its results. The videos were requested to be placed in the partner's websites/blogs or in in another available means.

Overall Video of the Training – includes the interviews with the participants and their learning points: <https://www.youtube.com/watch?v=-vi5X7FrKAog>

Video of the Workshops in Põlva Ühisgümnaasium- including an overview of each game phase and the students' reactions: <https://www.youtube.com/watch?v=oPOiF5laaWw>

Promotional Video of the Training – used to advertise the training with a fast overview: <https://www.youtube.com/watch?v=Oll67WOVPxo>