



COOPERATION FOR IMPROVED
REFUGEE INTEGRATION

CIRI

VOL 2

GUIDE AND
ACTIVITY TOOLBOX





CIRI

cooperation for improved
refugee integration

2022

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Erasmus+

EPIRUS
ΚΕΝΤΡΟ ΝΕΩΝ

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INTRODUCTION

This book is an introductory guide and non-formal education activity toolbox

for people working with teenage and young adult refugees, asylum seekers, and displaced people.

The guide was created by the organisation YC Epirus, in cooperation with 48 participants of a training course CIRI Vol2, dedicated to improving quality in the field of asylum seeker, refugee, and displaced people integration.

The book can serve to volunteers and professionals alike, for example, youth workers, social workers, caretakers, counsellors, teachers, and others who are newcomers or experienced in the field, looking for best

practices, recommendations, and inspiration.

In the first part of the book, you will find some information and suggestions that anyone working in the field should be aware of, and that should be considered before proceeding with the non-formal education activities and projects that are given in the second part of this guide. The activities proposed are good practices that can be easily adapted to the needs and reality of the people you work with.

Finally, in the last part, there is a description of the YC Epirus organisation and the authors, as well as information about the Erasmus+ program that co-funded creation of this book.



BEFORE YOU START

Integration of involuntarily displaced people such as refugees and asylums has many dimensions. From medical aid, psychosocial support, translation and mediation, legal aid, to accommodation, protection and food, education and socialization with the new local community – the variety of needs is quite extensive. Many employed professionals, organizations, and institutions have taken upon the most crucial roles, however, often it is felt that more could be done.

Even though most of the attention goes to the urgent and most serious needs, and for a good reason, with this book we would like to highlight the importance of non-formal education in the integration process, because often activities and projects of non-formal education type can bring benefits that would not have

been achieved otherwise. Apart from clear educational benefits, other benefits can be having a

safe space for socialization, multi-ethnic and intercultural learning, self-expression, soft skill training and peace building.

The integration of refugees, asylum seekers and displaced people is a crucial and urgent matter that brings benefits for any whole society concerned. It can be argued, that full and healthy integration of newcomers could contribute to the local economy, to a better emotional state among the members of the community, to implementation of the Declaration of Human Rights and other international agreements.

However, great attention to

detail, moral principles
and professionalism must
be present at this work.

It is generally acknowledged that practices based on good intentions and emotions rather than on research, studies, experience, and professional opinions can be much more risky. **The No Harm Principle** should be understood and applied both by volunteers and professionals involved in the field of asylum seeker, refugee and displaced people integration even when considering complimentary activities such as non-formal education practices offered in this book.

Social integration work of migrants who were forced to flee their home can be tough at times due to various needs and urgent situations of people we might work with, limitations and capacity of other institutions and of our own organisation, etc. As well, it is neither necessary nor

BEFORE YOU START

possible to aim for perfection in this work, since the human aspect is an integral part of it. Likewise,

it is important to question
ourselves before starting
to work in this field.

What are the reasons of our involvement in this field? Are we led by our emotions or understanding, or both? Can we commit to follow necessary quality and ethic standards? Can we acknowledge our limitations and leave parts of integration work we are not experienced with or capable to work on to other professionals and experts?

Are we open to the
possibility of being
imperfect and learn?

Do we empathize with people we work with, and is that necessary? Are we going to

work according to an agreed and written code of conduct? Are we willing to be patient and concentrate on long term effects and benefits of our work? Do we not interfere and share an understanding with other professionals? These and many other questions should be sought answers to before starting work in this field, and it could turn out to be useful to revisit them once in a while.

Non-formal Education



The activities proposed in this book are of non-formal education type. This kind of education is different from formal and informal education in several notable aspects. Unlike formal education, non-formal education is facilitated and not taught, therefore giving learners are given space for interaction, active involvement and leadership within the activity

It is not graded or examined, it is inclusive and adaptable according to each individual or group of learners. Furthermore, it differs from informal education by being based on needs and expected benefits for the learners, is well planned in detail and facilitated, is reflected upon after the activity, and can be recognized by various means such as participation certificates. The role of non-formal education can be very important in integration of refugees, asylum seekers, and other displaced people. For example, it can provide

education on various soft skills and topics not taught at formal education institutions,

by revising topics taught at schools but in an adapted way, by providing space for socialization, team building, and creativity in a supportive and safe environment.

SAFETY AND PROTECTION

There is a lot to consider when it comes to protection and safety when working with typically disadvantaged people, starting from prevention from accidents, privacy protection, child protection, protection from sexual abuse and exploitation, provision of safe, fair and inclusive activity environment, and much more. Reasons and urgent need for detailed precaution are to be found in reports and statistics regarding abuse and exploitation of refugees and general dangers in accommodation facilities and educational institutions - those might be somewhat the closest environments to the ones you will be (are) working in.



Abuse and exploitation of refugees has been reported by many

international organizations, information services and news outlets, such as Oxfam, Human Rights Watch, ReliefWeb, and others. Moreover, vulnerable groups such as children, people with disabilities, women, and others are generally in much higher risk of being abused and exploited across all socioeconomic, cultural, religious lines and educational levels. For example, Innocent Lives Foundation reports that around 10% of students will experience a sexual misconduct by their educator during their 12 year schooling experience, and UN Women estimates that around 1 in 3 women will experience gender based violence at least once in their

lifetime. Therefore, a staff training activity on safety and protection topics should take place before working with asylum seekers, refugees, and displaced people, as well as

a code of conduct should be continuously applied.

Accountable organisations that are experienced in asylum seeker, refugee and displaced people protection and integration have policies with various specifics on safety and protection topics, however, most general policies and practices on this subject, that are proven to be the most effective, are shared.

Further, you will find example extracts from safety and protection policy of the organisation YC EPIRUS, which is derived from various accountable and experienced humanitarian organisations' practices. Additionally, national legislation should be taken into account when considering any

working policies for your own organisation or group of volunteers.



Beneficiary - a person who benefits from/ participates in your activity, in this context the person is also an asylum seeker, refugee or displaced person.

Child - a person who has not 18 years old yet, in this context the child is also a beneficiary

Educator - in the context of the booklet, an educator is a trained adult who facilitates non-formal educational activity. The term should be adapted to your local work, for example, it can be changed to a social worker, youth worker, volunteer, etc.

1. ***Privacy Protection***

- Do not share any personal and private information of the beneficiaries with anyone outside your organisation, unless legally required.
- Do not require any personal and/or private information from beneficiaries, unless it is required by your organisation / state and the purpose and use of the required information is explained to and understood by beneficiaries.
- Before sharing any additional information of beneficiaries to your colleagues or external services (e.g., a personal story told by a beneficiary to you) ensure the beneficiary consents to you sharing that information, or it is legally required to share it. In case it is legally required, explain to the beneficiary why you are required to share it.
- Take photos and videos only of beneficiaries who have signed a consent form in a language they understand.
- Publish photos or videos only

of beneficiaries who have signed a consent form in a language they understand and only if they are portrayed in a dignified way and do not expose private aspects of their situation or that might give the public negative associations.

2. ***Equality and Quality***

- The activities provided and behavior towards all beneficiaries must be inclusive, meaning, there can be no discrimination towards beneficiaries due to their ethnicity, race, spoken language, culture, sexuality, religion, gender, education level, disability, etc.
- Do not agree / promise to provide activities that are not yet confirmed within your organisation.
- Activities provided must be designed according to needs/interests of the beneficiaries – the reasoning and possible learning

outcomes should be set.

- Activities they should allow space for dignity, self-expression, engagement, self-leadership, and the activities should never be oppressive or assimilative.
- Do not provide legal or other highly specific information (e.g., medical) to the beneficiaries, unless you are a qualified specialist/professional in the subjected field. Incorrect information might turn out to be frustrating and even harmful – instead, transfer beneficiaries to the service/professional that could help them.
- Do not offer beneficiaries personal help that exceeds your duties, unless you do offer the same help to all beneficiaries in presence and future.
- Do not share your personal contact information with beneficiaries, unless you are willing to share it with all beneficiaries in presence and future.
- Physically and emotionally safe environment should be

provided and agreed upon with beneficiaries (e.g., policy of actions in emergency situations, set code of behaviour, prevention of risks of abuse, exploitation, harm, and more, etc.).

3. Protection of Sexual Exploitation and Abuse

- Never commit or support any form of sexual abuse, sexual exploitation, sexual harassment and gender-based violence towards any of beneficiaries and your colleagues.
- Never have sexual relationship with beneficiaries.
- Never support or take part in any form of potentially sexual exploitative or abusive activity, including, for example, pornography or trafficking of human beings.
- Report any concern or suspicion you have regarding possible violations of the PSEA Policy and related

- standards of behavior.
- Challenge poor practices, and report potential risks which might lead to sexual exploitation and abuse.

4. Child Protection

- A child is a person who has not yet reached 18 years of age and should be treated as a more vulnerable person than an adult and according to the local/national legislation attributed to children.
 - Written consent must be obtained from the legal guardian of a child before you might start any activity involving the child. The written consent should be collected only after detailed information about the activity and all relevant conditions are understood by the legal guardian (a parent, a relative, or institution – whichever holds a legal responsibility of the child).
 - The child should have expressed consent to participate in the activity and in any part of the activity,
- moreover, the child should be explained about the concept of consent and therefore given the ability to consent and to change their mind.
- Any recording of the child, such as via photography, videography and other means, and further publication of the material should be consented by the child and consented in a written form by their legal guardian. Preferably, do not record children at all, or, do not publish or blur faces of the children in publications, in order to protect their privacy in the future – they might regret their consent in their adulthood.
 - No child alone should be in a closed room with an educator, and at least two educators should be present during an activity with children, if not required more.
 - Friendship and intimate relationship should never be encouraged between an

educator and a child, because that could undermine the educational aspect of the activity, could pose a risk of emotional loss for the child in case the activity stops or the educator leaves, could pose a risk of undermining more appropriate relationships for the child, such as having friend of their own age and/or family relationships, and/or good relation to their social worker/psychologist, etc.

- No physical touch should happen between an educator and child (e.g., kissing, hugging, holding hands, etc.), unless in exceptional cases, for example, if a child initiates a goodbye hug when the educator or the child permanently departs from the activity, or when a child has given their consent to hold hands during an educational activity that invites to do so.
- Never: humiliate, oppress, punish, discriminate, threaten, ignore, hurt, or otherwise emotionally or physically abuse a child.

- Never spend an excessive time with only one or some children during the activity, and do not discriminate other children through a preferential behavior towards only one or some children.
- Sexual relationship, activity, or action is not allowed between a child and educator, under any circumstances.
- All points of the Privacy Protection, Equality and Quality, and PSEA policy should be also attributed to children.
- Any reports of mistreatment by children must be treated with full attention and investigated, meanwhile an appropriate professional care should be provided to the child during and after the reporting.

Disclaimer: The above points are only extracts from a Code of Conduct and, if used, should be combined with other Code of Conduct matters and adjusted to the national legislation.

ACTIVITIES

In this chapter, you will find concrete short activity examples, that have already been implemented with asylum seekers or refugees. The selected activities are good practices and are adaptable to different groups and conditions. When adapting activities to your local reality, keep in mind: the age and needs of your target group, your local surroundings and needed materials.

1 MASTERPIECE

This activity will improve participants' imaginative and creative skills, as well as understanding and experience of creating expressive, reflective and meaning producing art from available materials.

Time: around 1,5 hours

Group size: 5-20 people

Materials: cardboard, photocopies of famous paintings or artworks, magazines, glue, and scissors, different types of colorful paper with relief, markers.

Description: Participants are introduced to the concept of collage - an artwork that is a union of different elements, selected and integrated on the canvas by producing a meaning. Self-reflection, discovery of our unconscious, and our perspectives come to play.

Participants are introduced with the photocopies of the famous artworks and paintings, including the name of the artwork and the author, the context of the artwork. Each participant receives a cardboard that will serve as their canvas, and chooses 1 copy of an artwork. Other materials are shared among all, regarding on personal

choices during the whole activity. Then, participants are invited to work on their own Masterpiece, by creating a collage on their canvas with the given materials and their personal signature. The Masterpieces can be exhibited on a wall and introduced by the authors.



2 COLLABORATIVE MASTERPIECE

This activity is based on aims of learning about art through recreation of it, promoting cooperative and imaginative skills.

Time: around 2 hours

Group size: 5-10, there can be several groups working at the same time.

Materials: Large size paper roll or cardboard, acrylic paint, paintbrushes, pencils, rulers, 1 famous painting photocopy in black-white and with a grid over it (amount of square sections in the grid – as many or more than the amount of participants).

Description: Prepare – measure and draw a grid over the large paper or cardboard, much bigger but proportional than the grid over the painting photocopy.

3 DIY KITE

Do-It-Yourself creative activities are boosters of technical, logical and creative skills, as well as cooperation and peer learning aspects.

Time: 2 hours

Group size: any

Materials: scissors, knife, plastic rubbish bags (alternative: old newspapers and used A4 papers), fishing thread or similar thin, strong thread, thick, strong reeds or bamboo, and tape, optional for the alternative paper kite – paint and brushes.

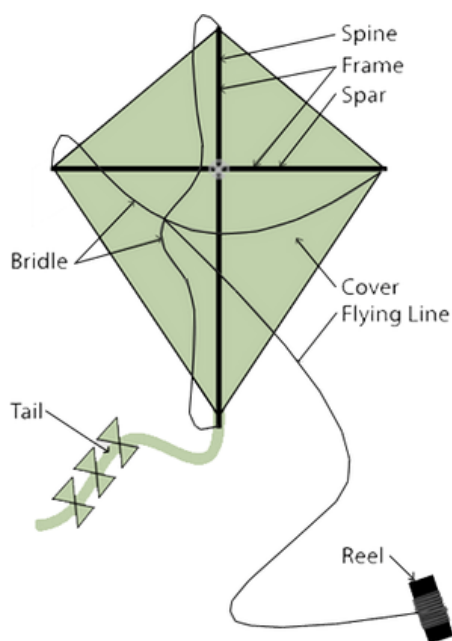
Description: Start building kites by cutting the reeds or bamboo and assembling the kite frame according to the given image. Then, fishing thread can be used to create frame sides and tail and plastic bags or layered, glued newspapers and paper is used to create the cover and tail decors.

Each participant get 1 or 2 sections and start to recreate them on the large paper grid. For easier matching, the photocopy and the large paper sections of grids be numbered accordingly. Participants can use pencil to outline objects on their sections of the large grid and then use paint to colour it. It should be accented that they do not have to necessarily match the colours with those used by other participants on their sections in the grid, therefore creating a more unique picture. The result will be one, but participants will also appreciate the individual work of each participant.



4 OUR COUNTRIES AND CULTURES

In case the plastic bags are used, secure them with tape and fishing rope. In case the papers are used, layer it with fast drying glue (do not use it too much!) and you can finish it by painting the cover when the glue is dry. Each participant can create their own design. When ready and if the weather conditions allow, fly the kites together in a safe, open space area.



Sharing information about anyone's home countries and cultures can be empowering and encourage intercultural learning and exchange among participants of various national and ethnic backgrounds.

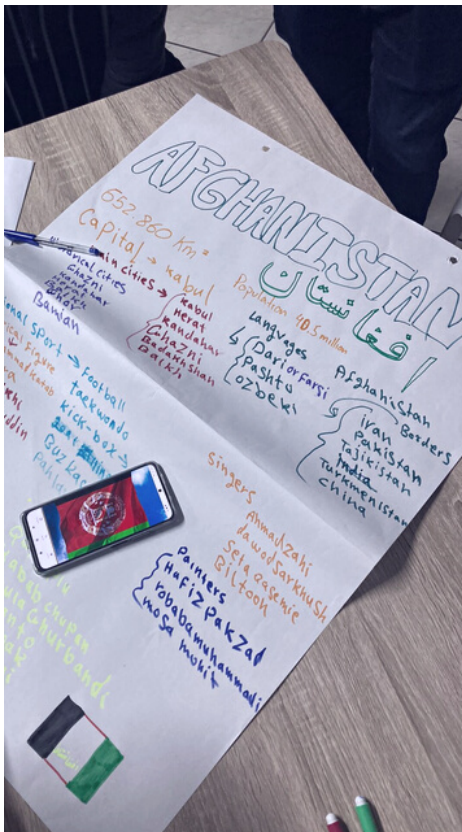
Time: 2 hours.

Group size: 5-20, best suited for groups where people that come from different countries and/or ethnicities.

Materials: big paper, markers, and internet connection.

Description: Previously, prepare an example poster with information of the country of the facilitator. Including location, population, famous singers, historical cities, gastronomy, and other categories you would like to include. When starting the activity, divide participants into

culture/country groups and provide them with an example and materials to create their own posters. They should have access to internet and also translation, if required. In about an hour, participants can start presenting their posters one by one to the rest of the group, questions, and elaborations on the culture and facts are welcome.



5 PHOTOGRAPHY WORKSHOP

Self-expression through a form of art such as photography can boost participants' creativity and confidence, as well as enable various skills and cooperation.

Time: 2 sessions of 2 hours

Group size: any

Materials: camera or mobile phone, exhibition venue

Description: Firstly, introduce participants with the basic guidelines of photography (e.g. - <https://www.photographymad.com/pages/view/10-top-photography-composition-rules>) and allow participants to experiment and experience photography. Then, decide on a general theme of the photography activity and invite participants to plan and take photographs on the given theme.

In case photography involves taking portraits of underage people or others that you do not have a consent of, you can work around it creatively taking photographs of people that do not show visible faces (example in the photo below). Finally, organise an event in your community where you can exhibit the photos.



6 THEATER OF THE OPPRESSED

The Theater of the Oppressed is theatrical technique that serves in the understanding of social and interpersonal problems. Also called “theater of dialogue”, it promotes the exchange of experiences and opinions between participants, through direct intervention in the theatrical action, to lead to an analysis of the conflicts being addressed. Through theatrical play, participants express ideas and emotions, and are encouraged to listen to each other.

Time: approx. 1,5 hours

Group size: the participants should be split into groups of 4-6 people

Materials: Written and printed descriptions of situations of oppression (e.g., bullying at school, discrimination based on

person's background, etc.) - as many as there are groups of participants. It is important that each situation describes an oppressive situation and the description ends before any character solves the oppressive situation.

Description: Participants get divided into groups and each group is given one oppressive situation description. Participants are explained about the activity and are asked to be respectful towards people that face oppression by addressing the situation descriptions and the theater plays seriously. Then, each group is given 20 minutes time to read their situation description and prepare and practice a 2-4 minute long theater play of the described situation. Two essential things: the play will be practiced and not improvised because they will have to be able to repeat the play again exactly as it was the first time, and secondly, the oppressed character will not be verbal or act upon the oppression.

When participants are ready, participants are gathered and everyone is explained that the plays will be played twice, and the second time audience members are expected to participate in order to provide a solution to the oppressive situation. Audience members will represent themselves and act as they would if they would witness the situation and it can be helpful to encourage the audience to interact.

The theater can start! The first group presents their play and when the play ends (at the peak of the oppression), the group "rewinds" and starts to play the scene from the beginning. The second time, the audience is encouraged to participate in order to solve the situation/ to support the oppressed character.

Each group gets to play their scenes without and with audience interaction, one by one.

In case during the second time the play becomes unclear due to lack of participation or too much participation from the audience, the facilitator can kindly request to pay the scene for the 3rd time, so to see a clear end of the situation. The activity is finalized by a debriefing, to discuss how the participants' interactions in such situations would be different in the real life, about our critical thinking, and about whether we are careful enough to notice oppressions and act upon them.

7 KICKBALL

Physical activity and sports have benefits for the development of children and adolescents, not only physical, but also in terms of acquiring or reinforcing skills and improving emotional well-being. The practice of sports is a tool that favors social inclusion and is very useful for the transmission of values such as fair play.

Time: 40+ minutes.

Group size: 8-22 people, split in 2 teams.

Materials: 9 cones and football ball.

Description: Arrange the cones on the field following the baseball structure (3 bases and a home base — see the picture). The group is divided into 2 teams, a kicker team and a catcher team, that will exchange roles time to time (agreed upon). Simplified game rules are below, for more detailed (official) game rules, please visit: <https://kickball.com/rules/>.

SCORING: Score by rounding the bases and reaching home plate.

PITCHING: The pitcher delivers the ball, and must do so with one foot in contact with the pitching rubber. The ball must be rolling or have bounced twice before reaching home plate to be counted as a fair pitch. If the ball passes through the strike zone and the kicker does not make

contact, it counts as a strike. A ball that goes wide of the strike zone, is not rolling, or did not bounce twice will count as a ball.

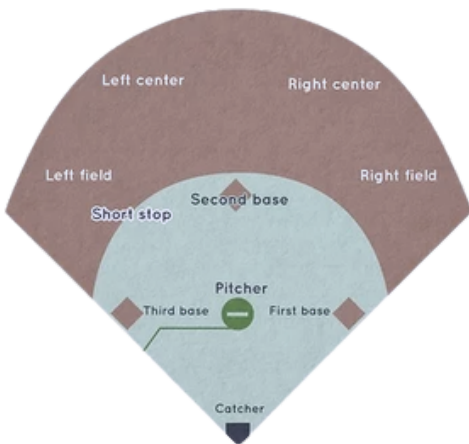
KICKING AND RUNNING: The kicker must run to first base after any ball that is kicked. Foul lines extend out from first and third base, and a ball must be inside these lines to be in play (otherwise, it is foul and a strike). If a ball clears the outfield wall for a home run, the kicker and all runners on base run the bases unopposed to home plate. One run is scored every time a runner reaches home.

OUTS: Each team gets three outs per inning. A kicker is out if three strikes are thrown, or if a ball is kicked foul on the third strike. In kickball rules, a kicker is out when the fielding team touches a base with a ball before the kicker arrives, or if he/she is hit with a thrown ball below the shoulders while running the bases. A kicked ball caught by a fielder before hitting the ground will also result in an out.

8 TELL YOUR STORY

This card game is a social tool created by Tell Your Story (Stāstu Stāstiem) company. The card game invites participants to talk about their personal experiences, dreams, opinions, and more. It is a tool to enhance communicative and interpersonal intelligence, foster group unity, as well as to prepare the group for other storytelling activities that might follow.

Time: 30–50 minutes.



Group size: approx. 6–15 participants.

Materials: Tell your story cards.

Description: Participants are invited to sit in a circle. Orderly, each person picks up a card with a question and the person can decide whether they want to answer the question. If yes, they answer the question in form of a very short story (2 minutes or less), and the next person takes their turn. If participants feel like, there can be questions and elaborations of the stories.

Materials: any creative pictures/cards, for example Dixit game cards or printed Creativity Unleashed cards (on www.salto-youth.net Toolbox).



Description: Participants are invited to sit in a circle. The facilitator lays the cards on the floor in the middle of the circle and explains the activity: the facilitator will start a story and all participants will contribute to the story by a sentence or few. Before their turn, each participant will pick up a card that they relate to their part of the story in some way, show the card to others and go on to tell their part. Participants give the turn to the next participant by saying a word THEN...

9 GROUP STORYTELLING

Storytelling is the art of telling, developing and adapting stories to convey a message by connecting with the listeners on an emotional level. Group storytelling will promote collaboration, group cohesion and collective imagination.

Time: approx 1 hour.

Group size: 6–15 participants.

It is important that the facilitator has prepared a short and unusual start of the story (e.g., A girl walks down a snowy forest road, holding a candle and a green apple in her hands. Suddenly, she hears something strange, she looks around, and THEN...).

The activity can end with a short debriefing about improvisation, imagination, and cooperation.

10 INTERCULTURAL HOTEL

This activity allows practicing dynamic non-verbal communication and intercultural learning, works well also for people who do not speak much English and helps them boost confidence and efficient communication.

Time: 30–50 minutes

Group size: 8–30 participants or various native languages

Materials: Prepared and printed short situation descriptions, one improvised reception table.

Description: Participants are separated in pairs (where each person of the pair does not understand the other's native language) and they are told the backstory: *"Due to an airplane catastrophe, you find yourselves in a hotel on a remote island where there is no Wi-Fi or contacts with the outside world at the moment, there are people from many countries who do not speak English, and you will stay on the island hotel until help arrives. When you go to your room, you have found an unexpected situation, and you want to talk to the receptionist who does not speak English/ your language."*

Participants are then invited to decide who of each pair will take a role of the receptionist, and who – of the traveler. Then, pairs one by one are invited to play out their roles. The receptionist stands by the reception table and the traveler receives and reads (silently) their situation description.

The traveler is then given 1 minute time to quickly try to explain the situation to the receptionist, using only their native language and body language. The receptionist can only ask questions or comment in their native language. By the end of the 1 minute, the receptionist is asked by the facilitator to explain whether they understood the request/situation of the traveler. If not, other participants who also do not know the native language of the traveler can help and finally, the traveler can explain their given situation. Each pair goes one after another and by the activity can end with a debriefing about our skills of non-verbal communication and cultural/language similarities that help us to understand each other.

Examples of situations

- * You would like to buy a bikini for going to swim in the swimming pool.
- * You found a big spider on your bathroom ceiling, and you are very afraid of it.

- * A big bird stole your shoe from your balcony.
- * There is a donkey in the garden, destroying all flowers.
- * You watched a horror movie and now are afraid to stay in your room alone.
- * You watched a horror movie and now are afraid to stay in your room alone.
- * You would like to buy deodorant, and you are looking for a shop.
- * You would like to buy deodorant, and you are looking for a shop.
- * You are suspicious that someone keeps an illegal monkey in the next room from yours.
- * You have amnesia, and you can't remember why you came here.



PROJECTS

In this chapter, you will find examples of local projects that have already been carried out with young asylum seekers and are considered as good practices. It is possible to recreate these projects in similar contexts, by adapting details of the project's activities so that they would fit the needs and opportunities of the people with whom a project would be carried out with.

MAZI: CULTURAL EXCHANGE

'Mazi' means 'together' in Greek language. The title of the project represents the idea of togetherness and cultural dialogue among people coming from various cultural backgrounds, with main pillars of the project being interculturality, openness to cultural learning, and respect.

The project aimed to provide space for cultural exchange among the participants, through various types of cultural and interactive elements. Each week of the project, one cultural (ethnic or national) group of participants would prepare various activities that would finally be carried out by the end of the week together with all participants. Each weekly cultural event would include cooking food, introducing it to others and involving them in the preparation of it, having a shared meal, and joining one or two other cultural activities that the group had prepared, for example, playing a traditional game, dancing a dance, etc.

It is important to note, that the activities were agreed upon and prepared by the group of participants representing one culture, together with youth

workers, so that on the day of the cultural exchange the materials and activity plan were ready, and the participants could lead the activity for the rest of the group.



2 VOLTA

The meaning of “Volta” is “A walk” in Greek language, and the aim of this project was to provide support for young asylum seekers’ transition into adulthood in the new town they are living in. The project was carried out in several phases:

- * Discussions with youngsters in order to assess their knowledge of the town;
- * Development of digital tools - a

city map with relevant information and a video;

- * Introduction of the tools to the youngsters; and
- * A walk in the town guided by the map.

The video included highlights of the city that would increase the participant’s curiosity to explore, and the city map (both printed and digital) included marked spots of venues that could be useful for the young asylum seekers to know, especially once they become legal adults and would lose the efficient support from social workers that they have while they are minors. The marked spots were separated in categories of public sports venues, public health and transportation services, other public services such as the police station and service to reapply for asylum or social security, shopping district, touristic/interesting places to visit, and public WiFi spots. It is important to keep in mind that every step of the project should

be supported by facilitators and the participants should be involved to some level also in the preparatory activities, especially to set the idea of what points of interest should be marked on the map.

You can find more information and photos of the project here: <https://www.yce.gr/en/activities/volta-project/>.



3 GEOGRAPHY MAP

The main aim of the project was to promote geography knowledge among the participants. The steps of the project included, firstly, creating a large size map of the area of the world that would cover at least all areas where participants originate from and live in currently. It is useful to include whole continents in order to include more learning opportunities. The map was created by projecting a map on a large poster hanged on a wall, outlining the borders with a marker, and then painting the map borders and land/sea areas with paint. In the later stages of the project, every activity was dedicated to add one or two specific items on the map, for example, rivers and seas, deserts and mountains, flags and country names, etc. The activity can promote general geographic knowledge among participants, and also to promote sharing

additional information and stories about the places participants have lived or know about.



4 GARDEN

The importance of gardens and being close to nature has been acknowledged to have a great impact on person's physical and mental health, to support social, spiritual, and vocational aspects of one's life. This project was based on this knowledge, and creation of a garden was in progress for more than 3 months. Winter months were dedicated to

general research, planning and preparation, especially regarding the potential structures that could be built, needed materials, and vegetables that would grow easily in the given environment. Starting in very early spring, the soil was prepared, the greenhouse was built, seeds germinated. Once the seeds were planted, participants created additional decorative things, such as a leveled spiral garden for herbs and a bamboo wind chime, from locally available materials. During the next months, participants maintained and monitored the garden, which finally produced a variety of herbs and vegetables.



5 ART THERAPY

This project was created to provide participants the means of understanding emotions and feelings. Art therapy is a tool that can help to identify feelings and emotions, therefore increasing one's ability to cope with them in a healthier way and be more conscious of their behavior.

During this artistic project, participants created an indoor mural of a landscape and various creatures that represented certain emotions. Each of the creatures was assigned a style and facial expression related to the certain emotion it represents.



During the creative process, the emotion of each creature was discussed about - what could be the reason for it, how could it make a person feel, and in what ways can one deal with the certain emotion.

It is important to have a psychologist or other relevant type of professional to support during this activity, so that there is no common misinformation or potentially harmful coping techniques passed to the participants.

6

SEX EDUCATION PROJECT

Depending on the culture, sex education can be provided to youngsters by family and/ or education system, however it is not always the case that sex education is provided to youngsters sufficiently or at all. The project aimed to equip young asylum seekers with information and healthy attitudes

towards sex and related topics, and to provide a safe space for discussions on the subject. The topics of informative sessions and discussions were as follows:

- * Sexual relationships, the anatomy of the male and female body;
- * Reproduction rights and the responsibility of being a parent;
- * Sexual transmitted diseases (HIV/AIDS, hepatitis, chlamydia);
- * Consent;
- * Feelings, and thoughts about sex;
- * Sexual orientations and gender identities;
- * Contraception methods.

It is important to note that the educator facilitating this activity should be equipped with correct information in order not to pass any misinformation.



7 TREE OF EMPOWERMENT

The purpose of this project was to provide participants a space for self reflection through artistic expression, that would eventually promote their self awareness. This was done by creating a mural of a tree, and by symbolizing the past with the roots of the tree, the present with the trunk and the lowest branches of the tree (eye level areas), and the future with the upper branches of the tree. As each of the three areas of the tree mural were finalized, participants were invited to write a couple of things related to their past, present, and future at each relevant area of the tree. For example, participants could write names of the people who had been important and supporting them in the past, skills that the participants have gained and are useful / part of their persona at the present, and aspirations regarding their future.

8

A STORY OF A REFUGEE

Giving public voice to individual refugees through storytelling projects is something that can promote a fuller understanding of refugees within the society by placing personal perspectives and stories over the facts and numbers that represent refugee influx in Europe and are easily accessible to the public, as well as it allows refugees to own their narrative and share it on their terms.

The steps of the project were firstly to outsource a person who would like to share their story of being a refugee, and to set the main details of the project plan in cooperation with the person.

The venue, timing, style, questions, and other aspects of the story recording should be set according to the level of comfort and preference of the person who will share their story. It should also be discussed whether the person would prefer their identity to be revealed or not, since the story could include sensitive information and

the project should never create a situation where the shared story can be used against the person by any external person or entity.

You will find the video of the story [here](https://www.youtube.com/watch?v=kNcQCCourV4):
<https://www.youtube.com/watch?v=kNcQCCourV4>



ERASMUS+

Erasmus+ is the EU's programme to support education, training, youth and sport in Europe. The 2021-2027 programme places a strong focus on

social inclusion,
the green and digital
transitions, and promoting
young people's participation
in democratic life.

It supports priorities and activities set out in the European Education Area, Digital Education Action Plan and the European Skills Agenda. The programme also supports the European Pillar of Social Rights, implements the EU Youth Strategy 2019-2027, and develops the European dimension in sport.

Erasmus+ offers mobility and cooperation opportunities in:

- higher education,
- vocational education and training,
- school education (including early childhood education and care),
- adult education,
- youth,
- sport.

This booklet was produced during cooperation in the field of youth (training course) project.

If you are looking to take part, it's likely that you will need to apply through an organisation such as your university, training center, or a non-governmental organisation (e.g. YC EPIRUS), and so on.



For more information, visit <https://erasmus-plus.ec.europa.eu/about-erasmus/what-is-erasmus>.

CIRI VOL2

This Guide & Activity Toolbox was produced during an Erasmus+ training course project, which was a cooperation in the field of youth.

The training course "CIRI Vol2 - Cooperation for Improved of Refugee Integration, Vol2" was implemented from 6th until 13th of October 2022 in Ioannina, Greece. The international training course was hosted by Youth Center of Epirus, and it was funded by Erasmus+ program of the European Commission.

47 youth workers from 14 countries participated in the training course.

CIRI Vol2 aimed to improve the quality of asylum seeker and refugee integration process across affected communities in many countries, by improving and multiplying specific

competences of youth workers, social workers and volunteers, and by giving space for best practice exchange and innovation.



Non-formal education methods used during the course: team building, local neighbourhood cultural heritage discovery activities, World Cafe about sharing local realities related to the topic, info about EDIC resources, workshops about humanitarian principles, safety, security and protection policies, child protection and PSEA (protection from sexual exploitation and abuse) policies, discussions and sharing about

empathy and sociological imagination, workshops about diversity, family and society interventions, health, and cultural heritage and expression, theater activity "Theater of Oppressed", watching and discussing of short videos and a movie, NGO fair, workshop on the individual-professional future goals of participants, sharing ideas and tools for the book to be produced, best practice sharing by international organisations working in field (IOM and INTERSOS), and other activities that promoted exchange and networking.

Partner organisations of the CIRI Vol2 training course project were:

YC EPIRUS (coordinator, Greece - Ioannina), Eurasia Net (France), UNIT (Ukraine), Aydin Adnan Menderes University (Turkiye), Have a Dream (Egypt), Youth Innovation Forum Society (Jordan), uMunthu (Lithuania), Taller d'Art, Cultura i Creació (Spain), Idee in Movimento (Italy), Internationale

Arbeidsverenig (The Netherlands), In Motion (Armenia), Together for Success (North Macedonia), Millenium (Republic of Moldova), and Scout Society (Romania).

This was the second edition of CIRI training courses hosted by YC Epirus. If you would like to join any future edition of such course, you are welcome to contact YC Epirus!

For more information about the CIRIC Vol 2 project, please visit website:

<https://www.yce.gr/en/activities/ciri-vol2/>.



YC EPIRUS

YC EPIRUS is a non-profit organisation located in Ioannina, in the heart of the Epirus region, Greece. The organisation is internationally certified for Support Services for the Improvement of Citizen's Lives and the Upgrading of General Living Conditions, by the ISO, and has received Certification as a provider of Primary Social Care services of a non-profit nature from the Ministry of Labor and Social Affairs.

www.yce.gr

The young adult center in Kaplani 10, Ioannina is open to public as an open space for all young adults who look for non-formal education, local and international opportunities. YC Epirus offers activities related to volunteerism, non-formal education, social inclusion and cultural awareness.

Our international team combined of volunteers and youth workers carry out various events for youth and young adults at the center.

YC Epirus organizes and participates also in international educational projects such as youth exchanges, training courses, seminars, voluntarism, research, and capacity building projects under the Erasmus+, ESC and CERV programmes. In addition, the place hosts Europe Direct Information Center where regional society can receive information related to EU opportunities, grants, citizen rights, etc.

YC Epirus Asylum Seeker Integration department operates local projects that provide accommodation, integration, health care, educational and other support to asylum seekers in Epirus region.



cooperation for improved
refugee integration

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."



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