

Pilot ✓
Programme

PUSH INCLUSION THROUGH YOUTH WORK



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The document presented below is an action that is included in the **Push Inclusion Through Youth Work (PITYW)** project (project code 2020-2-ES02- KA205-015494) that has been funded under the Erasmus + program. This project aims to improve the integration of young refugees and migrants through youth work, creating a multicultural and open environment where different actions can be developed but with the same purpose. All these actions clearly aimed at improving inclusion are developed in different phases, this report corresponds to the first phase, specifically the first Intellectual Output, which is the program to include these groups in youth work.

The consortium for the development of the project is made up of the following organizations:



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Introduction

The pilot program presented below is the result of previous work that has been developed in the form of social research, in order to better understand the realities that refugees and especially migrants experience. This research has tried to take into account three sectors of society that are connected by their great dependence to improve the integration and inclusion of people who are foreigners coming to a new country.

This pilot program is part of the Push Inclusion Through Youth Work (PITYW) project and aims to improve the integration of refugees and migrants. It will be developed by Somos Europa and Inserta Andalucía, two organizations with wide experience in the integration of refugees and migrants, to later be implemented in Spain and Italy. It will consist of a total of 64 activities that will take place over several months.

This program is intended to be the basis for the work of youth workers who in the future will have to work with young migrants and refugees, who are in a difficult situation in the country where they want to develop professionally and personally. The research carried out has shown us that the degree of integration varies greatly depending on the country, which means that this pilot program has the objective of being as effective as possible and having the greatest possible impact.

In the following points, we will describe all the aspects that are going to be considered technically necessary for the correct achievement of the objectives, which are pursued with the project in a more general way.



General Objective of the pilot programme

The main objective of this program is to create a base with which youth workers who wish to do so can use this pilot test in their local settings, to improve the integration and inclusion of refugees and migrants. In addition, with the purpose of involving young people, youth workers and entities in the environments in which the initiative is implemented, all of them contribute to the progressive improvement of the situation of all refugees and migrants in a situation of vulnerability.

Organizations and places of implementation

For the implementation of this pilot program, the Spanish organizations (Somos Europa and Inserta Andalucía), which are part of the project as well as the Italian organization (High on Life) will be in charge. All of them will implement it directly, through 64 activities. Next, each of the activities will be developed and broken down, some of them will be carried out on several occasions in order to reach a greater number of beneficiaries and participants. The places where they will take place will be in the Spanish province of Granada, where Inserta Andalucía and Somos Europa will be in charge of the coordination and implementation; and in the Italian province of Vibo Valentia where High on Life will be responsible for the development of the program.

Context

In order to develop a pilot program that adapts to the needs of people and the environment, we must largely know the context in which it will be developed. In order to adapt it and take into account any singularity that may arise. The contextualization that we are going to consider is the one obtained thanks to the investigation prior to this action, as we have already said, the opinion of young people, youth workers and migrants and refugees has been known and taken into account.

Substantially there will be two main issues to deal with, the background from which we start and that will be the basis for the implementation of the activities that are going to be launched.

Background

In order to understand the context in which this pilot scheme will be implemented, we carried out a detailed report to understand the current situation of migrants and refugees in the countries that are part of the project.

Migratory flows have existed for centuries, globalization has only increased them and made them visible, making all States suffer in one way or another from the influence of a migratory flow. In fact, all these flows entail certain causes, since the people who

decide to move from their country do so for a specific reason. We have been able to differentiate between the causes experienced by refugees, who seek safety since they have had to move from their territories as a result of fear founded against them due to some type of discrimination; or in the case of migrants who move mainly for economic reasons.

These migratory flows have led to the creation of societies in which different cultures coexist and communities from other countries grow, this is what happened in Europe. Over the years, European societies have seen how, due to different migratory flows, their societies have become more plural and more cultural. This fact has led to the enrichment of societies thanks to exchanges between cultures, but at the same time problems have arisen related to the lack of integration. This lack of integration is a problem that has been caused by the lack of policies and means available for this purpose. Our analysis has sought to understand all the facets of integration, and how we can help improve it among young migrants and refugees. All from the perspective of young people from the societies that are part of this project, of youth workers who base their work on integration, and of those affected by this integration (migrants and refugees).

Regarding the objectives of the report, we see that with the development of the research we have been able to reach many more extensive ones and obtain more information than what we initially considered could have been obtained. The main sources of information that we have used have been the review of the material by experts in the field in order to have a solid base from which we could develop our study and data obtained through the development of three surveys that have reached more than a thousand people in total, as we have already developed in the previous sections.

Migratory flows have served as a trigger to modern states and new regional alliances such as the European Union, which have had to adapt and modulate in order to cope with these movements of people. We can not limit ourselves only to the fact that there is a movement of people as there is a multitude of possibilities open up for those who arrive in a foreign country, and that arises a need for the States to answer to these situations since they must establish mechanisms and means to control these migratory flows and guarantee minimum rights to these people. In the case of refugees, those established at the international level and for migrants, applying those also collected at the international level, seeing how each of the States can expand and regulate all rights.

As has been seen, during the last fifteen years, migratory flows have changed and evolved. Europe becoming a central axis in world migration, experiencing massive arrivals from different parts of the world for various reasons. If we look back to the nineties, family reunifications or work reasons were the great reasons that led thousands of people to change their residence to a European country. In addition to this legal migration, we also have irregular migration, which causes very complicated situations on some borders of European countries. On the other hand, the economic crisis of 2008 propitiated changes in terms of migration, causing a drop in the percentage of growth in migratory pressure. All these migratory flows, at the same time, entail internal situations in the countries, and they also derive international circumstances that produce political and social consequences on an international scale, such as the

situation generated by refugees from Syria who were fleeing the warlike conflict that was happening in their country.

We have seen that refugees represent a small group compared to the global group that we have analyzed, in which migrants predominate. Despite this, it is important to know the situation of these refugees since it makes us see if what is established in the international legal order is really applied and if the States carry out their work. These people, as already mentioned, have had to leave their country for a well-founded reason that goes against their security.

Furthermore, migrants differ from the ones from previous generations, since they are people who abandon their habitual residence for different reasons, having this new residence a temporary or permanent nature.

Youth work is the pillar of this work and for which this research is being carried out. Based on this, we will develop a pilot plan to improve the integration of young migrants and refugees in the environments of the organizations that are part of the project. All these actions will be led by youth workers who will put them in motion. From this, we can conclude that youth work plays a very important role when integrating young people, whether they are migrants or refugees, as well as from other groups.

We consider that integration is a process of mutual adaptation in which societies must incorporate these groups into the social, economic, cultural and political life of the community; In addition, both refugees and migrants must have a series of duties and rights. Therefore, States may implement measures that promote integration, with the ultimate aim of eliminating any type of discrimination or attack against these people because of their origin. Each State opts for different policies and these vary depending on the territorial structure they have.

In order to be able to analyze all this data, we have to be aware that contexts directly influence the measures adopted by the authorities and their ways of acting. It is very important to know the contexts in which each of the surveys has been carried out as they have been able to describe the situation presented by each member of the consortium in a detailed manner in the previous sections. And this also gives extra value to the work carried out, since we take examples of good practices that have been already developed by the partners and also the policies developed by each of the state governments. In addition, it allows us to collect data related to refugees and migrants who are present in their territories, and other statistics that we have considered to be of interest for this report.

We have made a detailed analysis of the surveys. Surveys have been divided by each of the target groups that we marked at the beginning of the research (youth workers, young people and migrants and refugees). All with a structure that has facilitated the extraction of data and information that will contribute to the development of our project, and will be the strategic basis for the pilot program to be later developed.

From the data analysis, we have been able to conclude that the three group's goals have obtained a number of similarities, and not only among these but the results have

been very similar in the three countries that have carried out surveys. The data show us that integration is not real in many cases and there is still a lack of means for it to be fully materialised.

Integration is not unknown to society but is forgotten by a part of it. As we have discussed, many groups target those who believe that on many occasions require more resources and public policies to enable real integration and effectiveness. Because on many occasions this lack of means that there is little visibility of situations of racism or discrimination, in addition to the fact that in some cases it is required to raise awareness about the need to integrate and include refugees and migrants. Being essential to carry out educational tasks so that people, especially young people, can contribute to greater integration and that does not exclude anyone. As seen in the surveys, there is an opinion that young people could contribute even more to this integration, which is why this should be a fundamental pillar of our pilot program, educating young people so that they know the realities that these people live and what really covers this question. They may be training tasks through non-formal education methods and other types of activities that encourage their active participation in this matter.

Political decision-makers are also essential in this process of inclusion and integration since they are the ones who establish the means and resources at the disposal of the organizations in charge of developing integration policies and programs. We have detected that despite the incessant effort they make, it is necessary to reinforce integration policies, with a larger budget and human resources, since this could make considerable progress. We consider that awareness campaigns could be carried out so that these decision-makers know the situation in which the system finds itself, in order to make them see the need they have for their help.

Societies are made up of many people and different sectors, but if one thing is true, it is that we can all contribute to the improvement of our society. We will be able to do this with the help of companies or institutions that wish to contribute to integration. One part of our project is to create a seal for companies or institutions that wish to actively support integration, supporting it with a specific action such as having migrants or refugees on their staff. This idea that was raised in the different surveys has received a wide reception among those surveyed.

Refugees and migrants themselves have been asked for their point of view on the treatment that has been given to them since they arrived in one of the countries. What has allowed us to know the weak points of the current integration system and how we can contribute to our project so that this changes. Mainly this will affect the activities that are done and organized.

To end this part, we have to mention that after the research that has been presented here, we can say that it is still necessary to continue advancing integration and inclusion in our societies, which would make them fairer and better. The search for this integration is the role of all the citizens of a society, but with the proposed actions and the development of the later stages of the project, we will be able to contribute to the integration of young migrants and refugees, making it possible to take any initiative that we develop.

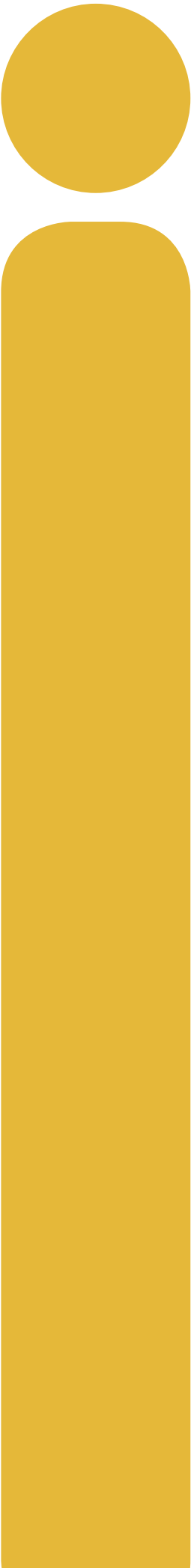
Needs identified

In this report we have been able to learn about the main needs of migrants and refugees arriving from other countries. The needs are of a very diverse nature but we could divide them into two main issues, the first being the lack of inclusion and integration in the labour market, and then we would have a lack of socio-cultural integration.

The first of these needs is very important because when a person has a stable job, this person can have a dignified life. On the other hand, the existence of uncertainty in this matter can cause a person to see themselves as part of society and generate consequences as a result. Mainly it would be a complete lack of integration, which would mean that people would not have any opportunity to develop an independent and dignified life.

The second need we have identified is the lack of socio-cultural integration, which refers to all other aspects of life, apart from employment. In this case, we are talking about the fact that people who are not native to a country must also be involved in the society in order to eventually become part of it. This type of integration is linked to factors such as knowledge of the language, participation in local activities, interaction with people of a different nationality than one's own, as well as establishing ties over a longer period of time. All of this makes it difficult for a person to integrate into society, as it would be much easier for a person to integrate if he or she knew the local language.

Both needs are important to highlight and make it clear that they must be worked on simultaneously so that the people who belong to these groups can see an improvement in their lives, as the main reason why they have fled their country is because they want to have a better life and decent conditions. For this reason, this pilot programme is proposed, attending to these needs, which are very necessary. This programme will address them in a dynamic way and in which the young people who need to integrate can do so in the best possible way.



Beneficiaries

The beneficiaries of this action will be two groups directly. One of them is the youth workers who have one more tool so that in their daily work they can improve the integration and inclusion of the young refugees and migrants with whom they work. On the other hand, it will also be the migrants and refugees who will improve their living conditions, improving their incorporation into the society where they have arrived and can adapt in a better way through the activities proposed here.

Indirectly, other groups will benefit, such as entities that collaborate with the project, as well as the volunteers who are involved in the project and in all the activities that we develop.

The benefits that we want to obtain from the implementation of this program are various, mainly aimed at improving the integration of the migrants and refugees who participate. These will obtain benefits in a direct way since they will be able to acquire new skills, and knowledge, in addition to obtaining new opportunities for their personal and professional development. On the other hand, also the youth workers working on this pilot test will be able to learn about new activities to start up in the future, with the same objective as this program. Finally, once the pilot test has been completed and different modifications have been made for its improvement, this program will be made available to improve the integration of refugees and migrants from other communities.

Strategic pillars

The strategic pillars that are going to be considered have their origin, as we have already said, in the research and data previously collected by the members of this project. This pilot program will have a structure in which, in addition to the activities carried out, a methodology to follow is proposed, as well as examples to facilitate the implementation of the pilot program by youth workers and partner organizations.

The pillars that will back up the pilot program are going to be four, which are the ones that we have seen that are most important to improve the integration of migrants and refugees:

Employability

One of the great factors that make a person able to integrate more effectively into a society is through being part of the productive fabric or having a job. This employability is necessary for a person to develop as a citizen and thus opt for all the possibilities that a society can give them, moreover, it gives them greater opportunities in their personal and future development in the society in which they live.

Language

The first barrier these people face when they arrive in a foreign country is their lack of knowledge of the local language, which makes it more difficult to achieve integration and limitations are greater. Language learning should be a strategic pillar in order to increase the possibilities for these groups, thus improving all aspects that integration includes.

Culture

We consider it essential that people who come to a new country should immerse themselves in the local culture, knowing and discovering, which will reduce the cultural barrier and have greater facilities to include themselves and establish social relationships with people from the country to which they have arrived.

Sport

It is an important pillar, since team sports practices provide a very high level of integration, and makes participants see themselves as equals from the first minute, promoting inclusion to be real and establishing ties by sharing the same interest, in this case, it would be sports.

The environment

Another pillar that has been derived from the analysis carried out previously has been the environment, there is a great concern among the youngest about the care and respect of the environment. This means that the development of activities that promote this can also be actions that help with the integration of refugees and migrants since they will be able to share local natural spaces with local people and this will allow them to be included in a better way.

Methodology —

For the development of a pilot programme such as the one we are presenting, it is necessary to follow methodological guidelines. In order to guarantee the best possible results and that the impact generated is as wide as possible. For this programme, we have taken as feedback the information we have obtained through research. This has been able to obtain the details concerning the integration and inclusion of refugees and migrants in the countries that are part of the project (Italy, Lithuania and Spain). Moreover, we have obtained which would be the fields in which we should focus our action.

These areas have been employability, language, culture, sport and environment. All of them are important areas in which we should work so that the young migrants and refugees who participate in the pilot test can see their living conditions improved in each of the countries.

The integration process for a migrant or refugee may vary due to many factors, such as knowledge of the local language. This inclusion must be progressive and specific to each person, as the individual context conditions the integration process. This will be influenced by the areas mentioned above, as the person will have skills in some areas, but may lack development in others.

The activities that will form part of this pilot programme will be developed on the basis of the aforementioned areas. In order to try to reach a larger number of people, these activities will be carried out independently so that any young person can participate in the ones they are most interested in. However, we hope that when links are established between the participants, ongoing participation will be built.

Regarding the methodology to be used in the activities that make up this pilot programme, it will be based on non-formal education. This kind of education aims to be a complement to compulsory and formal education, more oriented towards professionalization. This education also entails a set of requirements and guidelines, so it is not something random or without a basis for knowledge.

This type of education aims to enable the people who develop it to acquire complementary competences to the more formal ones. Oriented to social and personal skills, such as the ability to speak in public, improve communication, acquire leadership skills, teamwork skills, and many others. They also aim to enable participants to gain a better understanding of their environment and context, both socially and politically. In addition, it provides a more relaxed character to the participants, which leads to greater involvement and participation.

Non-formal education, as we have seen, is in line with the objectives of this pilot programme. Since the proposed activities are educational in nature, they can also contribute to improving the integration of young migrants and refugees who participate in this pilot. They will be able to acquire skills and knowledge that will facilitate their inclusion by improving their language skills, which is the main barrier to inclusion. They will also have the opportunity to get to know the local customs and culture, which will give them an added value for their immersion in society.

This type of education translates into activities led by youth work professionals, which have a series of objectives. It also contains the acquisition of social and personal competences.

The activities implemented in this pilot test will be led by youth workers. They will be the people responsible for achieving the objectives set in each activity, as well as ensuring that the activities are carried out correctly. Each activity will be led by a youth worker who has worked on that topic.

To carry out the different workshops and dynamics, there will be spaces set up for their correct implementation. Taking into account the needs of the youth workers and of the activity itself. Since each one will require different materials or means.

The sessions will consist of two parts, a first part in which complementary activities will be implemented, such as energisers and team-building exercises. The energisers make the participants more active and attentive during the session. The main objective of the team-building exercises is to create links and synergies between the participants, which is essential for integrating young migrants. There will be different dynamics so that participants can build a team, which can go beyond the pilot programme.

Any specific needs that some of the participants may have, will be taken into account. They will be taken into consideration in order to establish all the necessary means and resources so that the person with specific needs can participate.

During the development of the sessions, any derogatory, discriminatory or sexist expression among the participants will be forbidden. Any inappropriate attitude or behaviour will lead to expulsion from the pilot programme.

Implementation

The pilot programme will be launched in Italy and Spain and will last for an estimated six months. In this period of time, a total of 62 activities will be developed, considering those carried out in Italy and Spain.

The implementation in Spain will be carried out by INSERTA Andalucía and Somos Europa, two partner organisations of the project. Other public and private entities in the province of Granada will collaborate with them. These actions will be carried out mainly in the capital city of Granada, but will also be carried out in towns in the metropolitan area of Granada.

In Italy, the implementation of the pilot programme will be carried out by High on Life, the Italian partner of the project. This organisation will develop the activities of the pilot programme in the region of Vibo Valentia.

All the activities will be adapted to the requirements of the health authorities, having the necessary means to guarantee the correct development of the pilot programme implementation.

In addition to the health conditions, the specific needs of the participants will be taken into account. The aim is to provide the necessary adaptations or assistance to these participants.

In addition to the actual implementation of the activities, the dissemination and publicity of all the activities carried out will be developed. Firstly, the activities will be published so that young people can register and participate in them. Secondly, images of the activities that have been developed will be published on the social networks of the project partners.

In order to keep proper control of the activities, an activity report will be created, in digital format. This report will include the data of the people who have participated in each activity and attendance control. In addition, graphic material can be used later.

To make it easier to know the theme of the activity, we are going to assign a chromatic mark. This chromatic mark is translated into a colour that varies by category. We have assigned the following characteristics to each category:

Employability	
Language	
Culture	
Sports	
The environment	

In addition to noting each of the categories of activities, the level of trust needed between the participants to implement each of the activities has been added. As some of them involve closer contact or sharing of personal data, which in some cases may be difficult if the people taking part are strangers. But in the case that they already have a certain level of trust, they can propose other types of activities that bring the participants closer together, initiating a higher level of involvement. To indicate each of these levels of trust, the following references will be added to each activity:

- **Low level of trust:** It will not be necessary for participants to have had previous contact or to know each other.
- **Medium level of trust:** Participants will need to know each other beforehand, but without knowing each other very well.
- **High level of trust:** It requires that all participants know each other beforehand and have a certain degree of complicity in order to implement the activity successfully.

Activities

The activities will be divided into the pillars that have been proposed in order to develop a series of itineraries that promote integration in the employability facet, and another that develops the socio-cultural part. Also, we will have a transversal activity which could be very important for the refugees and migrant people, that activity is mentoring, which can be from volunteers (young people). The other activities can be part of the specific activities divided by pillars too. In this case, we have to say that mentoring can take an important role in the programme because through all the people who participate in it as mentors can make it possible for the persons who are mentoring to go to the specific activities.

Some of these activities have been obtained or have been inspired by the good practices that have been shared among the partners and have been reflected in the report carried out as a preliminary phase to this pilot program.

■ Transversal Activities

Mentoring with volunteers

Description	This activity has a transversal character, since it will contribute to the whole development of the pilot programme. Given that it is not limited to a specific activity, but due to its characteristics it will have a continuous permanence in the project. The activity will consist in the mentoring of a young person from the local environment to a young migrant or refugee during the implementation of the whole pilot programme. The main objective of this activity is that young migrants and refugees, who so wish, can be supported by a local young person. So that they can advise or rely on him/her for day-to-day activities. This can be of great help to contribute to the inclusion of these groups. This mentoring consists of a follow-up by the organisations implementing the project. After a process of assessment of the people who are going to be mentors, a training session will be held to explain all the details of this activity. Subsequently, they will be assigned a young migrant or refugee, which they will have to follow up. During the pilot programme, the mentors will be monitored to know the progress they have made with the young people. The mentors will be recognised for their work with a certificate of participation, stating the hours of dedication they have carried out.
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Facilitators	Facilitators will be youth workers from the organisations in charge of the implementation of the pilot programme. They will have a follow-up task on the young people who will be the mentors. They will have to provide the necessary means and knowledge to the mentors.
Participants	They will be young people between 18 and 30 years old, living in the cities where the activities of the pilot programme will take place. They will have to make a commitment not to abandon this activity before its end, in order to ensure continuity in the mentoring of young migrants and refugees.
Duration	It will have the same duration as the pilot programme.
Materials	No specific materials will be required.
Place	The group sessions will take place in dynamic spaces where communication is facilitated. For the individual sessions, the spaces of the organisations in charge of the implementation will be made available.
Topics	Mentoring, Transversal activity, Dynamics, Follow-up.
Tips	

Dissemination activities

Description	A key part of making the pilot program more successful will be the dissemination and diffusion of the program. This could be through social networks, the media, and events that make people aware of the program. This will also be essential for participation, given that if a greater number of people are reached, they will be able to collaborate with the project. These dissemination activities will make the project and the pilot program known to young people in local environments, to involve them. They will provide general information about the project and the activities to be developed.
Facilitators	People who are from the project coordinating organizations, and who are familiar with the project, will be required.

Participants	They will be the persons or entities that wish to obtain information related to the project or the pilot program.
Duration	It will have an implementation period equal to that of the pilot program.
Materials	The materials will be posters, informative dossiers, QR codes with access to forms to participate, and any other material necessary for each event. In addition, it will be complemented with a dissemination plan for the media.
Place	Any place or medium that can provide a good diffusion.
Topics	Media, events, dissemination.
Tips	

■ Specific Activities

☐ Employability

Visits to companies

Description	Groups of young people and migrants will visit companies in order to get familiar with the environment of some companies and the workflow that they follow. Before the visit, a short job orientation session will be held to explain how the hiring model works and the possibilities they may have in the company they are going to visit. There could be a guided tour around the company explaining the type of work that occurs in every department. The young migrants would then be able to understand the importance of every employee in a company and how they can apply their skills.
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Facilitators	Pre-session: Person with knowledge of human resources and employability Visit: Executives or person in charge of the human resources department of the companies.
Participants	Young people from local environments and young migrants and refugees, aged between 18 and 30. It will be held for approximately 20 people in total.
Duration	It will vary depending on the entity. But it will last approximately three hours.
Materials	Information about the company will be sent out before the visit so that young people can ask any questions they may have.
Place	Companies or institutions wishing to collaborate with the pilot programme and project.
Topics	Companies, Institutions, Employability, Visit.
Tips	Try to find companies or institutions that can host trainees from migrant and refugee groups.

Workshops about CV building and job interviews

Description	In this activity we will explain to the participants the importance of building a good CV. We will assist them in making their own CV with a Europass format. Moreover, we will show the proper way to behave during a job interview in order to make a good first impression. The aim of this activity is to increase the awareness of the participants about the importance that a good CV and Job Interview have in Employability.
Facilitators	Human resources manager or coordinator.
Participants	Young people from local environments and young migrants and refugees, aged between 18 and 30. It will be held for approximately 30 people in total.
Duration	The duration of this type of session will be approximately two hours.
Materials	Resume templates that are good examples, computers and a projector.
Place	A room that is suitable for training and at the same time dynamic for group activities.
Topics	CVs, Job Interviews, Body language, Stress management

Workshops about employability

Description	In this workshop we will discuss the general topic of employability. We will discuss the ability to gain and maintain employment and some of the most important skills to develop in order to become more employable. There will also be group dynamics so that participants can assume the roles of employee and employer, to learn how recruitment processes are carried out and what the guidelines for a good job interview should be. After this activity the participants will have the information on how to develop those skills and maintain employment for the rest of their career.
Facilitators	Personnel from human resources departments or business people.
Participants	Young people from local environments and young migrants and refugees, aged between 18 and 30. It will be held for approximately 30 people in total.
Duration	The duration of this type of session will be approximately two hours.
Materials	No specific material will be required. Only the resources needed by the speakers and the materials for the group dynamics.
Place	A versatile and welcoming space will be used for participants to create synergies and share knowledge.
Topics	CVs, Skills development, Career ownership, Lifelong learning.

Workshops about entrepreneurship

Description	In this activity the participants will learn about building a start-up business, developing new ideas and becoming an innovator of the market. They will develop problem solving skills, how to lead people, learn the different types of entrepreneurship and many more. The aim of this activity is to help young migrants develop their own ideas into a business. As well as being able to provide them with the necessary skills and knowledge to start up an entrepreneurial initiative.
Facilitators	Entrepreneurs from the local environment.
Participants	Young people from local environments and young migrants and refugees, aged between 18 and 30. It will be held for approximately 30 people in total.
Duration	The duration of this type of session will be approximately two hours.
Materials	No specific material will be required. Only the resources needed by the speakers and the materials for the group dynamics.
Place	A versatile and welcoming space will be used for participants to create synergies and share knowledge.
Topics	Entrepreneurship, Innovation .

□ Language

Language exchange

Description	This activity will help migrants to improve their language. The volunteers will engage in a conversation with the participants talking in their native language. This will make migrants feel more comfortable talking in a different language breaking the language barrier. For this activity, there will be a person in charge who will guide the participants, pairing people from the collectives with local people. They will be given a topic of conversation to initiate, and every so often the conversation partners will change. Everyday topics will be addressed, so that migrants and refugees become familiar with them.
Facilitators	People from the coordinating organisation at the local level will be in charge.
Participants	Young people from local environments and young migrants and refugees, aged between 18 and 30. It will be held for approximately 20 people in total.
Duration	The duration of this type of session will be approximately two hours.
Materials	No specific material will be required.
Place	A space where participants can be seated in pairs and where it is easy to change seats.
Topics	Language exchange.

Workshop about local language to survive

Description	This activity aims to enable migrants and refugees participating in the pilot programme who have little knowledge of the local language to acquire basic skills to be able to defend themselves in their daily lives. Basic vocabulary and expressions will be taught so that they can carry out their daily activities as easily as possible. The main objective of this activity is that they can get started in the local language and improve over time.
Facilitators	There will be a person who knows the languages of the participating migrants and refugees.
Participants	Young refugees and migrants who are part of the pilot programme will participate. Approximately 20 people will attend each session.
Duration	The duration of this type of session will be approximately one hour.
Materials	The materials required by the person in charge of the training.
Place	A training room will be needed, which is equipped with the necessary means for teaching, such as a blackboard or projector.
Topics	Language, Local language, Basics.

Workshop to basic local language for an interview

Description	Participants will get help regarding the basic language that they are going to use during a job interview. This activity will help with Language and Employability. In order to make a good first impression in an interview they will have to have good communication. The aim is to enable participants to learn specific language for a job interview, all through practical examples. They will also be given a theory class so that they know the issues they need to know more about. Finally, they will be given material so that they can practice or study on their own.
Facilitators	A person who has a good command of the local language and of the language known by migrants and refugees.
Participants	Young refugees and migrants who are part of the pilot programme will participate. Approximately 20 people will attend each session.
Duration	The duration of this type of session will be approximately two hours.
Materials	The materials required by the person in charge of the training.
Place	A training room will be needed, which is equipped with the necessary means for teaching, such as a blackboard or projector.
Topics	Language, Local language, Basics, Employability, Job interview.

□ Culture

Cineforums

Description	In this activity the participants will get to see a movie in the local language. After the end of the movie they will discuss it and talk about the relation between the topic of the movie with the integration. They will answer relevant questions and tell their own opinion. This will help them develop their speaking and communication skills. It will also be a way to raise awareness among local young people about the challenges faced by refugees and migrants when they arrive in a new country.
Facilitators	People from the coordinating organisation at the local level will be in charge.
Participants	Young people from local environments and young migrants and refugees, aged between 18 and 30. It will be held for approximately 20 people in total.
Duration	The duration of this type of session will be approximately three hours.
Materials	A film will need to be screened which will be chosen by the coordinating organisation. A script, including questions and themes, will also be required for discussion after the film screening.
Place	A room where there is a projector, which has an adequate picture and sound quality to be able to follow the film properly.
Topics	Film, Debate.

Book club

Description	In this activity the participants will get to read a book written in the local language. Then they will discuss the book with the group and tell their opinions about the progression of the story. This will help them develop their speaking and communication skills. They will also be able to increase their vocabulary and knowledge of the language. The sessions will be guided by a person from the coordinating organisation who can lead the debate and discussion. The books to be read should be easy and not too long, in order to facilitate the participation of young migrants and refugees. We will also try to provide the books to people.
Facilitators	People from the coordinating organisation at the local level will be in charge.
Participants	Young people from local environments and young migrants and refugees, aged between 18 and 30. It will be held for approximately 20 people in total.
Duration	One month will be given for the reading of the book. And the session to comment on the book will have an estimated duration of two hours.
Materials	You will need the book that you have chosen to read, trying to provide it to all the people who are going to participate in the activity.
Place	A versatile and welcoming space will be used for participants to create synergies and share knowledge.
Topics	Book club, Language.

Local culture sessions

Description	In this activity the participants will take part in some classes regarding the different cultures, learning the different symbols, norms and beliefs. The cultural barrier is one of the biggest problems regarding the inclusion of migrants in a society, therefore this activity is the solution to this problem. The aim of this activity is to give young migrants and refugees the opportunity to get to know the local culture better. Local young people will be the ones to show them the most iconic and significant aspects of their culture. The sessions will be dynamic and interactive, with the maximum possible participation of all attendees.
Facilitators	People from the coordinating organisation at the local level will be in charge.
Participants	Young people from local environments and young migrants and refugees, aged between 18 and 30. It will be held for approximately 30 people in total.
Duration	The duration of this type of session will be approximately three hours.
Materials	Materials typical of the local culture may be used, such as instruments, traditional costumes, local food, etc... Also any other material or matter necessary for the correct development of the activity.
Place	Places where dynamics and participatory activities can be carried out will be used. In addition, other typical places in the city where the pilot programme will be implemented and which may be of interest to young migrants and refugees.
Topics	Local culture, Cultural exchange, Monuments.

Workshops with local artists

Description	Our intent is to bring some local artists and makers, thereby creating opportunities. This is built around our unique, interactive discussion method, which enables the development of a community among participants by emphasizing each individual's unique perspective. No matter your experience with art, our programs are really interesting and unique. This activity allows the young people who participate and come from migrant and refugee groups to learn about the cultural movements that are prominent at a given moment in the environment where they are integrating. It also helps local young people to participate and thus generate synergies between all the young people taking part. Also the use of art will enable young people to express their feelings and emotions freely.
Facilitators	There will be members of the coordinating organisation as well as local artists who want to collaborate with the pilot programme.
Participants	Young people from local environments and young migrants and refugees, aged between 18 and 30. It will be held for approximately 20 people in total.
Duration	The duration of this activity will take between three and four hours.
Materials	The artist will be provided with the necessary material for the activity, so that the rest of the participants can also collaborate in the creative process.
Place	A space will be provided that meets the necessary conditions for the art workshop and has all the necessary facilities.
Topics	Art, Workshop, Local artist.

Artistic workshops

Description	In this activity, collective artistic sessions are held, in which participants can put different creative techniques into practice. The aim of these sessions is to enable young people to establish synergies and bonds through art. In addition, it could be the beginning for a young person to cultivate himself/herself in some kind of art and start an artistic career. The sessions may be guided by an expert in the artistic discipline being used.
Facilitators	People from the coordinating organisation and some local artists.
Participants	Young people from local environments and young migrants and refugees, aged between 18 and 30. It will be held for approximately 20 people in total.
Duration	The duration of this activity will take between three and four hours.
Materials	The materials necessary for the artistic practice to be developed in each session will be used.
Place	A space will be provided that meets the necessary conditions for the art workshop and has all the necessary facilities.
Topics	Creativity, Art, Local artist.

□ Sport

Solidarity sports tournament

Description	In order to promote physical exercise as a healthy habit, the creation of a sports tournament for solidarity is proposed. This sporting practice also generates a space in which young people can share part of their time and create bonds of friendship or synergies between them. Given that group sports allow to cultivate and increase teamwork skills, as well as other social skills. The activity will take place in a space that allows the participation of multiple teams, from different disciplines. All of these will be the ones that the participants will claim as the majority. Prior to the day of the event, a call for teams will be issued so that teams can register to better organise the event. At the end of the day, commemorative trophies will be awarded to the winning teams in each category.
Facilitators	People from the organisation coordinating the pilot programme will be on hand. In addition, sports staff will supervise the activities.
Participants	Young people from local environments and young migrants and refugees, aged between 18 and 30. It will be held for approximately 100 people in total.
Duration	The duration of this activity will be a full day in order to finish the tournament.
Materials	Sports equipment will be needed for the development of the activities.
Place	Sports venues will be needed to host the competitions to be held.
Topics	Sports, Competition.

Sports lessons

Description	This activity aims to give all the young people participating in the pilot programme the opportunity to learn about new sports and practice them. With these sessions, the aim is also to promote the healthy habit of sport, which helps to improve the health of all people. The sessions will be of different sports in order to try to get to know a wide range of sports disciplines. Each session will be led by an expert in the sport being practised. The basic rules of the sport and how it is practised will be explained. Afterwards, there will be time to practice with the participation of all the young people.
Facilitators	There will be supervision by people linked to the coordinating organisation. There will also be specialists in the sport being exhibited.
Participants	Young people from local environments and young migrants and refugees, aged between 18 and 30. It will be held for approximately 25 people in total.
Duration	The theoretical session in which the sport is explained will last approximately one hour. Afterwards, the young people will have an hour and a half to put into practice what they have learnt about the sport that will be explained in the session.
Materials	The materials necessary for the sports practice of each session.
Place	It will be carried out in sports facilities that can accommodate each of the sporting practices that will be implemented.
Topics	Sports.

Sport event with local club

Description	For one day, you will visit a local sports club to get to know in detail how it works and the people who make it up. You will be able to meet players and staff of the club to give their vision of sport, establishing a dialogue with the young people who participate in the activity. It will also be possible to visit the club's facilities, both for training and for holding sporting events. We will try to ensure that the clubs visited can contribute something related to inclusion and integration.
Facilitators	Club staff attending the activity and club players, if possible. People linked to the coordinating organisation will also be present.
Participants	Young people from local environments and young migrants and refugees, aged between 18 and 30. It will be held for approximately 25 people in total.
Duration	The duration of this activity will be around two hours.
Materials	No material is required.
Place	The venue will be made available for the event by the sports club.
Topics	Sports, Sports club.

Team Sports Day

Description	This activity aims to enable young people to practise sport together in order to create bonds. For this reason, the aim is for them to be able to have days in which they can share moments and spaces to get to know each other better and practise sport. There will be days in which there will be no competition, but rather a space for meeting and sport.
Facilitators	The organisation and supervision of these activities will be carried out by persons from the coordinating organisation.
Participants	Young people from local environments and young migrants and refugees, aged between 18 and 30. It will be held for approximately 30 people in total.
Duration	The duration of this activity will be around four hours.
Materials	The sports equipment necessary for the sport to be practised.
Place	It will be carried out in sports facilities equipped for each of the activities.
Topics	Sports, Team.

□ The environment

Hiking days

Description	This activity will set up days dedicated to hiking, to connect with nature. In addition, it will be a space for the coexistence of young migrants and refugees, and young people from local environments who participate. It will also contribute to raising awareness about nature, and how it should be respected. During the hiking we will have some stops for rest, for energizer games and for debate about one topic. When the hiking ends all people will have a drink in a coffee shop or bar.
Facilitators	There will be people from the organisation coordinating the activity. Also with people who know the hiking routes to be used.
Participants	Young people from local environments and young migrants and refugees, aged between 18 and 30. It will be held for approximately 30 people in total.
Duration	You will spend a full morning or more time, depending on the route you decide to take.
Materials	No specific material is required.
Place	Walking trails in the local environments where the pilot programme is implemented.
Topics	Hiking, Walks, Day.

Environmental awareness days

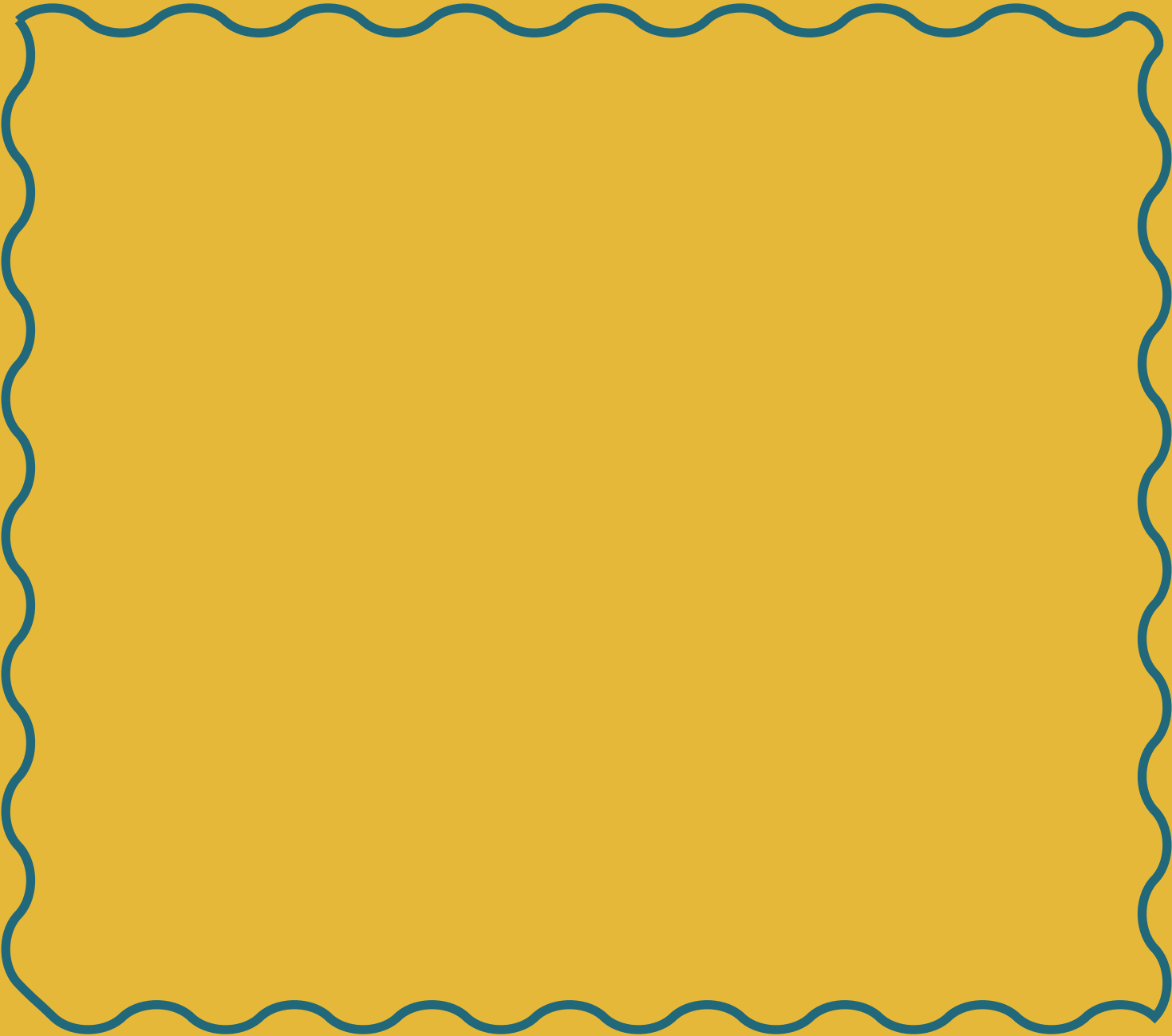
Description	This activity, in addition to promoting inclusion and integration among young refugees and migrants, aims to raise awareness among young people about the need to care for and respect the environment. It is very important that young people become aware of the climate emergency that the planet is suffering from. In these sessions, participants will be given talks so that they can learn about the environmental problems in their local environments, and find out about the solutions that are being proposed. In addition, they can contribute to improving the situation with actions that they can carry out individually or collectively.
Facilitators	The project will involve people who are knowledgeable about the local environment, as well as organisations that base their activities on environmental conservation.
Participants	Young people from local environments and young migrants and refugees, aged between 18 and 30. It will be held for approximately 30 people in total.
Duration	Each session may vary in length, but will last approximately two hours.
Materials	Materials required by the persons in charge of the session.
Place	A dynamic and open space, where participants feel comfortable and can take the initiative and collaborate.
Topics	Environment, Awareness.

Garbage collection days

Description	In order to contribute to the pilot programme and its aims, days will be held to collect rubbish or waste from natural and environmentally valuable areas. These days, in which local young people and young people from the collectives we work with will participate, will be carried out to create teams and synergies between the participants of the activity. These sessions will take place outdoors and in natural areas.
Facilitators	People from the coordinating organisation will be responsible, but people who are familiar with the natural environment where the activity will take place will also be taken into account.
Participants	Young people from local environments and young migrants and refugees, aged between 18 and 30. It will be held for approximately 30 people in total.
Duration	it depends
Materials	Material for litter and rubbish collection, such as bags and gloves for the participants, will be needed.
Place	Sites of natural interest and of high environmental value, which have problems of cleanliness or waste disposal.
Topics	Nature, Environment, Awareness.

Visit to natural places of great environmental value

Description	This activity aims at bringing the people closer to nature. The mutual concern for young people about the environmental crisis will help them share a common interest and feel closer to each other, helping with the problem of inclusion. There will be a guide who will show nature paths and special views to participants. During the guid there will be some stops for energizers, brainstorming and general activities.
Facilitators	A person who is familiar with local environments and can provide participants with environmental knowledge will be needed.
Participants	Young people from local environments and young migrants and refugees, aged between 18 and 30. It will be held for approximately 30 people in total.
Duration	The duration will depend on where the activity takes place, but it will last approximately three or four hours.
Materials	Material may be needed if the person guiding the activity needs it.
Place	Sites of natural interest and of high environmental value, which have problems of cleanliness or waste disposal.
Topics	Nature, Environment.



Energizers and team-building activities

In this part we are going to develop some activities that are complementary to the previous ones, and are aimed at activating the participants before carrying out any of the previous activities. Moreover, they are complemented with activities that are for the participants to create synergies and links, which will help them in the future.

■ Energizers

Up to 20

Description	A group must count up to 20, taking turns in random order, with no two people speaking at the same time. Only one person may say one number at a time. If two people speak at the same time, even for the slightest moment, the group must start over at 1.
Aim	Generate focus, calm and awareness to succeed in the participants.
Needs	None

Doodling Together

Description	Sitting around a table or in a circle, hand out a sheet of paper, pens / pencils and crayons to each participant. After each of the following rounds, the paper is passed to the partner on the left to draw on your previous drawing. Rounds: 1. Draw a random shape. 2. Draw something meaningful from the random shape above. 3. Add context and environment to the drawing. 4. Add action or drama without text. 5. Add text.
Aim	Encourage teamwork and creativity and create a good and fun environment.
Needs	Sheets of paper, pens/pencils, crayons, stopwatch.

Kids and Clowns

Description	Divide the room and split the group in two (kids and clowns). Kids cannot smile or laugh and clowns must make the kids laugh without touching and getting near them. When a kid laughs, he becomes a clown. The last kid standing is the winner.
Aim	Generate a good, relaxed and funny environment.
Needs	Spacious room.

Quotes

Description	Each participant prepares a famous quote or his own that motivates him/her or represents important values for him/her. At the beginning of the day, everyone shares their quote with the others and, in case it is necessary or they want to do it, they comment on it.
Aim	Motivate, share the values or vision between the participants.
Needs	None.

Share Your Day

Description	Each participant presents a briefing with the tasks, activities or topics that occupy and concern them. In this way, the other participants can empathize, know the concerns and needs of others and offer their help if they can contribute.
Aim	Generate empathy, know the activity of the whole group, promote support among colleagues.
Needs	None.

Just One Lie

Description	At the start of the session, ask the group to mingle, asking one another questions to get acquainted. The participants, for every person you meet, they should put their name and one fact they have learned about the other onto the post-it with their name. As they meet every person in the group, you should accumulate a post-it for each person. However, as they answer questions about themselves, one (and only one) answer they give should be a lie. Every participant should introduce themselves by reading out the flip chart page with their own name and facts, and then invite the group to guess which is a lie. Next, introduce another participant the same way. At the end, everyone should have been introduced.
Aim	To break the ice and help the group get to know each other better, and to punctuate a long and intense meeting with some moments of light relief.
Needs	Post-it, White board

Open Fist

Description	Firstly, ask participants to sit in a circle and raise their right fist. The first player calls out an interesting little known fact about himself. Then, ask the other participants to open one finger from their fist if this statement is also true for them. Ask the first player to point to any other player who will then become the second player and repeat the process so that everyone has a chance to share a little-known fact or until someone's fist is fully open.
Aim	The goal is to make individuals discover common interest in the team hence increase team cohesion and productivity.
Needs	None

Paper Telephone

Description	Each person around the room has a piece of paper. Each writes on the top of the paper a sentence, which could be completely abstract or nonsensical. Each paper is passed to the person next to them, who draws a picture depicting their interpretation of the sentence. They then fold the paper so that the sentence is no longer visible, but their picture is showing. They pass the paper to another player, who then writes a new sentence based on what he or she thinks the picture is showing. Then this third player folds the picture out of view, and passes their sentence on to another player. The process is repeated - sentence, picture, sentence - until the paper is filled, or until a predetermined number of (e.g. 5 sentences, 4 pictures) - ending with a sentence, not a picture. Read the sentences aloud to the group while showing the pictures.
Aim	Creativity development through a fun game
Needs	Paper, pens/pencils

Let the beat build

Description	First member of the circle creates a beat, the rest of the group listens and then the next person in the circle creates their own different beat until each member is involved. Each member then explains why they created the beat that they did and then the starter judges the group as a whole.
Aim	Encourages listening among group members, shed a light on the beauties of diversity and teamwork.
Needs	None

Learn the names of the others

Description	In this game all the people have to make a big circle. We have to start from a random guy, and the first guy has to tell his-her name loudly and make a sign with his-her body. After this the person to his-her right has to say the name and do the sign that the previous one did, after say his-her name and add a new one sign for his-her self. All the people have to say all the previous names and do all the signs of the others. After they do this they have to add their name and their sign, in turn. Until the circle is completed.
Aim	Learn all peoples names in an active and fun way.
Needs	People and concentration

Rock paper scissor

Description	People dance and move into a small circle like animals. While they dance, music is playing in the background. While the music play stops they have to find a partner to play 'Rock paper scissor' game. They have to win only one game. When all the people finish their games the music starts again and people continue to dance and move. Every time that someone wins, they get an upgraded animal and when people lose they stay with their previous animal. The row of the animals are: Frog, Dog, Eagle, Monkey, Gorilla and the last one is Dinosaur. The person who becomes the first Dinosaur wins and is the luckiest.
Aim	Wake people up, find the lucky one and give them energy to continue.
Needs	Music and even number of people

What we have in common

Description	Everyone has to make a big circle. The facilitator starts and calls out a characteristic of people in the group, such as “I have a dog”. All those who have a dog have to sit down and stand up fast. After the person to the right of the facilitator has to call out something different, for example, “i have been in England”. They have to do it in turn until the circle is completed twice.
Aim	Find some common things with others.
Needs	Positive Energy

Birthday Graph

Description	Ask people to line up according to their birthday months. Discuss which month or season has the largest number and what reasons there might be for this. Also people from the same month could ask the day of the month and look for people who have the same day of birthday and same zodiacs.
Aim	Birthday of others, zodiacs and matching dates
Needs	People to know the date of their birthday

Don't answer

Description	Ask the group to stand in a circle. one person starts by going up to someone and asking them questions like, “what is your most annoying habit?”. However, they must not answer the question themselves. The person to their left must answer the question. The guy that gets asked has to talk with body language without speaking and try to make it seems real
Aim	Try to think what the others are going to say and do it in body language.
Needs	Imagination

Name and Number

Description	Put the names of the participants on one side of an index card, and a number on the other side. As everyone walks around with their name showing (on the index card that is taped to their shirt), they have to try to introduce themselves to as many people as they can. After a bit of introduction, everyone has to turn over his or her name tags, so that the number on each card is showing rather than the name. Now everyone gets a numbered piece of paper, and sees who can fill in the most names next to the corresponding number.
Aim	Get to know each other
Needs	Papers with names/number, a numbered piece of paper, pencils

More than Words

Description	People are in a circle, mixed. Before moving they are asked to think how they feel. They don't have to answer. They will be asked to move in a circle and meet another person, until they form pairs. Each person of the pair will ask in turn „How do you feel?“ and they will be asked the same once the other shows his/her moves. At the end of the game, a sheet will be filled with the feelings shown and their translation in all the languages of the participants.
Aim	1) To create an emotional bondage includes body language and words; 2) To widen the vocabulary of emotions and understand how they are shown in different people and cultural backgrounds.
Needs	Poster to write down feelings and their translation.

Anywhere the wind blows...

Description	Put people in two different lines, mixed. Each line has to create a bridge. How? Chairs are lined up and people have to sit on each other's lap trying not to fall. Once it's done, all the chairs (with the exception of the first and the last one) will be removed and people have to keep balance while they lean on each other's laps. The wind (members of the associations) will shake the bridge gently, trying to test the aforementioned balance. The game will be held simultaneously in both lines.
Aim	To release tension and try to lean „relying“ on the person next to you.
Needs	Chairs

Dream On

Description	People write down on a piece of paper a dream/objective of their life (or more if they feel like) anonymously. They will be asked to put them in a bowl. Each one of the participants has to pick up a random piece of paper and tell his/her thoughts about that dream/objective. They will be asked to use some imagination not to be repetitive. After the person gives his/her thought, the other participants will be asked if they want to add something.
Aim	Get to know each other: 2) Understanding people's philosophy of life; 3) Getting used to people's priorities and dreams.
Needs	Pieces of papers and a big bowl.

Pictures of You

Description	People will be asked to create two lines that have to face each other. One line will be the painters' line, while the other the subjects. Each painter will have a piece of paper and has to start drawing the person in front of him/her. After one minute „Switch!“ will be shouted and the person has to move in the chair next to him/her and continue to portrait the person before him/her. The same thing will be done with the other line that later will become the painters' line. At the end of the game, each person will receive his/her portrait.
Aim	Having fun; 2) Get to know each other; 3) Creativity; 4) Release tension in the group; 5) See yourself in a different way.
Needs	Piece of paper, pencils and pens.

■ Team-building activities

This or That

Description	2 areas are separated in the room. Dichotomous questions are being thrown (with 2 answers opposite each other). Each answer is assigned to one of the areas of the room and, to answer these questions, the participants stand in the corresponding area.
Aim	Knowing each other better and eliminate embarrassment.
Needs	Spacious room.

Write around

Description	Different cards are placed around a room. Each card corresponds to a key term, for example: team, solidarity, camaraderie, or any term related to the activity of the entities. In order and simultaneously, all participants write on the cards what this term means to them and what they want to contribute in relation to it. With a given time for each term, it is rotated until everyone has written on all the cards. Afterwards, all the collected information is read, conclusions are drawn and they are discussed.
Aim	Putting common points, expressing opinions, developing critical thinking and, above all, getting a joint vision of all the participants about the activity of the entities.
Needs	Spacious room, cardboard, markers or pens, stopwatch.

A Snapshot of my Life

Description	Each participant shares with everyone a photograph of something about their life (a special moment, a place they want to travel to, their favorite possession...). One by one, they share their stories while others listen.
Aim	Generate a greater connection between the participants and achieve a greater understanding.
Needs	Photographs of each participant.

Create a Handshake

Description	1. Find a partner. 2. Make a two step handshake (examples of steps: handshake, pound it, high five, snap, be creative). 3. Practice, make sure both partners know the steps and can teach it to someone else. 4. Find a new partner (both people). 5. Show each other previously learned handshake steps. 6. With new partner collaborate to decide which of the two handshakes to build on. 7. Work with new partner (from step 4) to add two new handshake steps to previously chosen handshake (from step 6). 8. Practice, make sure both partners know all 4 steps and can teach it to someone else. 9. Repeat steps 4 through 8 until everybody have their greeting.
Aim	Create complicity between colleagues.
Needs	None.

Battle of the Airbands

Description	Split your group up into teams of 3-4 people and let them decide who will be the singers, guitarists, drummers, etc. Give them some time to choose, rehearse, and perform a lip synced version of whatever work-friendly song they like. If they have a few days, teams can dress up or bring props. After the performances, teams can vote on the winner (with the caveat that no one can vote for their own band). Or, let a neighboring department in on the fun and have them choose the winner.
Aim	Team Bonding
Needs	Speakers, smartphone or mp3 player

A Shrinking Vessel

Description	Make a space on the floor and have your whole group (or a set of smaller teams) stand in that space. Then gradually shrink the space, so the team will have to think fast and work together to keep everyone within the shrinking boundaries.
Aim	Creative Problem Solving
Needs	A rope, blanket, or tape to mark a space on the floor

Salt and Pepper

Description	Write one half of each pair on the sheets of paper (Mario on one piece, Luigi on another, and so on). Tape one paper to each person's back, then have everyone mingle and try to figure out the word on their back. The rule: they can only ask each other yes or no questions. Once they figure out their word, they need to find the other half of their pair. When they find each other, have them sit down and find three things they have in common while the rest of the team continues.
Aim	Communication Skills
Needs	Tape, a pen, a small piece of paper for each employee and a list of well-known pairs (think peanut butter and jelly, Mario and Luigi, or salt and pepper).

Masterpiece Murals

Description	Give each member of your team a canvas and brush, and let everyone create a colorful masterpiece on their canvas. Once they're dry, they can be put together and displayed in your office as a mural, or placed throughout your workspace.
Aim	Team Bonding & Icebreakers
Needs	Pre-drawn canvases, paints and brushes, a drop cloth or tarp

Minefield

Description	Use boxes, office chairs, water bottles, etc. to create an obstacle course of “mines” within your empty space. Divide the group into pairs, where one partner is blindfolded. The other must guide that person from one end of the course to another without setting off any mines. The person guiding their partner cannot enter the course and must only use verbal instructions to get their partner through. Depending on the number of people you have and how difficult you want this activity to be, you can vary the number of pairs trying to complete the course at the same time so that pairs have to work harder to listen to each other and communicate clearly.
Aim	Creative Problem Solving & Collaboration Exercise
Needs	An empty room or hallway, and a collection of common office items

Drive my Car

Description	People will be divided into two teams. Each group will be asked to represent a car with their body. They will discuss briefly about who does what. Each one of the participants has to represent a specific part of a car. Who will represent what will be decided within the group. They have to explain why.
Aim	To make them understand that every member it's important independently from the part they represent; 2) To make them communicate and understand the potential of each one of them.
Needs	Objects they can find in the environment.

The Rhythm of the Night

Description	People will be divided into two teams. They have to pretend to be a band. They have to create a song from a famous song with lyrics (in their language or english) they have to perform (singing and dancing) in front of the other group. The song has to talk about the qualities each person has in the group and what is his/her contribution in the group itself. In case the person sings in his/her own language this part has to be later translated.
Aim	To create bonds; 2) To appreciate each person's contribution inside the group; 3) Having fun; 4) Trying to push them out of their comfort zone.
Needs	Everything a band needs. Be creative with the objects in the room. A broom can become a microphone!

A Night at The Opera

Description	People will be divided in teams. Each team has to represent as they were in theater an uncomfortable situation (episodes of racism; bullying; discrimination). In turn, they have to perform it in front of the others. The role of each participant will be decided within the group. There are some situations that people don't feel comfortable showing. We will have a lot of options and they have to choose to perform what they feel more comfortable with. The scene must have a beginning, a development and a finale. At the end of it, people of the other group will be asked opinions about what happened and questions: „What would have you done differently in that situation?“ or „how could it have been avoided?“. They have to tell it but also actively change the situation intervening in the play to show what they would have done.
Aim	Put people out of their comfort zone; 2) Exchanging opinions; 3) Problem solving.
Needs	Everything available in the room/outdoor space.

Hey Man

Description	Refugees and migrants have to think about the times they felt discriminated against because of their features or wealth or country etc.... The effort required is to open up and openly discuss those situations. The aim of the group is to think about a social media post/posts or article/s or interview to share with their friends. Each one will commit to share the word of inclusivity and openness each one their own way. The sooner, the better. We wanna show that a one sided world doesn't exist. After the discussion, MEDIATED by the organization's people will be divided into three groups: 1) social media post; 2) article about the exchange; 3) interview. The focus should be on the positive sides of inclusion and the „ignorance“ of some discriminatory statements.
Aim	Working together to deconstruct discriminatory stereotypes; 2) To spread the word of inclusivity; 3) Create an evidence of the work during the experience; 4) To influence people in a good way and show that inclusion is possible, difficult but it's a process we must work on together, leaving noone behind
Needs	Phones, piece of papers.

Wish you Were Here

Description	People are divided into two teams. Each team has to create a guided tour of an ideal city, the city of the group's dream of the group. The focus is on: people; architecture; food; jobs; environmental sustainability; energy; culture and so on. They have to illustrate how it would look also through images. They decide how to present their project (power point, pamphlet, video etc...).
Aim	Creating something together; 2) Develop a common dream; 3) Communication and compromises within the group.
Needs	Everything they need, from PCs to pencils, pens etc... depending on the needs of the groups.

Marshmallow spaghetti

Description	Using just these supplies, which team can build the tallest tower? There's a catch: the marshmallow has to be at the very top of the spaghetti tower, and the whole structure has to stand on its own (that means no hands or other objects supporting it!) for five seconds.
Aim	Creative Problem Solving & Collaboration Exercise
Needs	20 sticks of uncooked spaghetti, 1 roll of masking tape, 1 yard of string, and 1 marshmallow for every team.

Office Trivia

Description	Looking for a quick and easy team building activity that is also suitable for remote cultures? Come up with a series of questions specific to your workplace and test your team's knowledge. "What color are the kitchen tiles?" "How many people are in the IT department?" "How many windows are there in the entire office?" "What brand are the computer monitors?" "What month of the year is most common for birthdays among our employees?" This is a quick team building activity that tests how observant your team is, and can be done in both a conference room and over Zoom.
Aim	Team bonding
Needs	20-25 trivia questions about your workplace

Two truths and one lie

Description	Give each member of your team a canvas and brush, and let everyone create a colorful masterpiece on their canvas. Once they're dry, they can be put together and displayed in your office as a mural, or placed throughout your workspace.
Aim	Team Bonding & Icebreakers
Needs	Pre-drawn canvases, paints and brushes, a drop cloth or tarp

Two truths and one lie

Description	To make the game enjoyable, conduct the game with at least 8-10 people. Sit them around in a circle facing each other. Ask everyone to state three facts about themselves out of which one has to be a lie. The rest of the people have to figure out which one is the lie and which two the facts.
Aim	This game has no winner or loser. It's just a fun activity to make people realize how their judgment can be completely wrong. It shows employees who they shouldn't judge peers based on what they think about them or what they may have heard about them. Moreover, it also gives introverts a platform to share their stories and meet new people.
Needs	Nothing

Memory wall

Description	Provide everyone with a sheet of paper and pens/markers. Give them 20 minutes to survey the room and list down the positive memories with the people present in the room. These can be shared experiences, a project they worked on together, or a learning experience. Once they have listed down the memories, give them new sheets of paper. Ask them to make drawings of the memories they have listed down. They can team up with the person they have shared the memory with to recreate these images. Give them 30 minutes to complete this task. After this, members have to tape their memories to the wall. Ask them to come forward and share the memory with the rest of the group.
Aim	This game is meant to make everyone feel appreciated and recognized.
Needs	Sheets of paper, tape, and markers/pens.

Blindfold Challenge

Description	In an outdoor or medium-sized indoor space, place the objects. Outline the space inside which the objects have been placed. Put a basket in the center of the space and spread out the objects around it. Divide participants into two groups of equal members. Take note that the number of objects is always twice the number of members in a team. Make both teams stand on opposite sides of the area. Ask them to choose one volunteer from each team to be blindfolded for the game. Put the blindfolds on both the volunteers. After the blindfolds have been put, teams need to call out objects for their teams. Then the game begins. The volunteer for each team has to pick up the objects called out by their team and put them in the basket in the center. Fix a time limit for this challenge (2–3 minutes). However, team members cannot call out objects by its name. They have to describe the object to their volunteer. For example– a water bottle can't be called by its name but described as a container, must-have drink in summer and so on. The team that first gets all of its objects into the basket wins.
Aim	To build trust, active communication, and collaboration among team members.
Needs	A basket, blindfolds, and blunt objects like paper cups, water bottles, index cards, shoes, etc.

Timing of the activities

A period of 6 months has been stipulated for the implementation of the activities, in which a total of 62 activities are to be carried out, both in Italy and in Spain. These will be divided into 35 in Spain and 27 in Italy. An effort will be made to carry out at least one of each type of activity included in this pilot programme. Taking into account the particularities of the local environments and the availability of spaces for carrying out these actions.

Given the health situation, derived from the COVID-19, the requirements of the local health authorities will be met. In addition, it is understood that the activities must have all the sanitary measures in place to avoid the spread of the virus among the participants.

The timing of the activities will depend on the availability of spaces and the coordinating organisations of each one, as well as the people that may be necessary to implement them. However, one activity will be carried out weekly, in addition to other activities that will be added to this weekly activity. The aim is to carry out all the activities set out, and if possible, to carry out some of them in a complementary way in order to obtain more information on the success of the pilot programme. As well as to raise all the necessary improvements for the final programme to be made available to all youth workers.

Conclusions

This pilot programme aims to contribute to the improvement of the integration of refugees and migrants, especially the younger ones. All the activities that comprise it work in some area of vital importance for the inclusion of a person in a society.

The experience gained from this pilot test, with the activities listed in the previous sections, will be the basis for the creation of a definitive programme for youth workers to develop in their environment. Therefore, once the pilot programme is finished and the results obtained have been analysed, we will have to modify the issues that have not worked correctly or we have found another way to make them work. We will also take into account the experiences of the youth workers, who will be able to contribute tips and tricks to obtain better results.

An illustration featuring several hands of different skin tones (tan, brown, and light skin) reaching up to hold a large, textured red circle. Above this circle is a larger, solid red circle. The background is a light grey with a fine, grainy texture.

PUSH INCLUSION THROUGH YOUTH WORK



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