



# **“Together We Can Overcome the Challenges for Equal Participation”**

Report of the Study Session held by  
National Assembly of Youth Organizations  
of the Republic of Azerbaijan (NAYORA)  
in cooperation with the European Youth Centre Budapest  
2 - 9 December, 2012

This report gives an account of various aspects of the Study Session. It's been produced by and is the responsibility of the educational team of the Study Session. It does not represent the official point of view of the Council of Europe.

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## **I. Executive Summary**

The Study Session “Together We Can Overcome the Challenges for Equal Participation” aimed to build the competencies of youth leaders working with migrants, asylum-seekers, IDPs and refugees in undertaking youth activities/projects or work to enhance the social inclusion and participation of migrants, asylum-seekers, IDPs and refugees. The Session took place in the European Youth Centre in Budapest, organized by the National Assembly of Youth Organizations of the Republic of Azerbaijan in cooperation with National Youth Council of Russia, National Youth Council of Moldova, Forum Nazionale Giovani of Italy, Swedish Red Cross Youth and the Youth Department of the Council of Europe, from December 2<sup>nd</sup> through December 9<sup>th</sup> of 2012. This report presents the official conclusions from the project. As the project focused on the rights and social inclusion of the migrants, refugees, asylum-seekers and IDPs, the participants selected for the Study Session were both youth workers with experience in this field, as well as representatives from the target groups. The diversity of experiences balanced the participation and input into the Session from different perspectives. The balance between the participants also enabled them to share more experiences through group discussions and activities and learn from one another more. A significant effort was made to build a real team, although at first, we had problems with the good team-building. But in the end we had a very good strategic and motivated group of participants who engaged into active listening towards one another. The strength and experience of both the team and participants made the Study Session a strong learning process and created the possibility to realise long-term activities by building upon partnerships and action plans formulated during the Session.

## **II. Introduction**

The purpose of the Study Session was to get together young people with migrant, refugee, asylum seeking or IDP backgrounds and youth leaders from youth NGOs, which working with young migrants, asylum seekers, refugees and internally displaced people, to foster competencies and share knowledge on how to fight discrimination and promote social participation and cohesion of marginalized groups of young people by practicing the methodology used during the Session in their future activities.

Considering the target group of the activity, the activity was primarily aimed at developing skills for fighting discrimination towards these groups of young people in order to promote active social participation for young migrants, refugees, asylum seekers and IDPs. Moreover, the activity tried to achieve this goal by promoting a process of intercultural learning as this promotes intercultural dialogue; a key element for working with the target groups and get them more active in the society they live.

The objectives of the study session were:

- To promote youth activities aimed at enhancing the social participation of young migrants, asylum seekers, refugees and IDPs in societies and specifically youth

activities by developing the competence of youth leaders from youth NGOs active in this field.

- To identify the relevant activities to be used as means to counter the main challenges faced by asylum seekers, young migrants, refugees and IDPs;
- To prepare young people for taking actions targeting the inclusion of young migrants, asylum seekers, refugees and internally displaced people and their participation in society;
- To promote the main European values in youth work which aim to promote democratic and equal participation;
- To further develop already existing competences of participants in the field of human rights activism, social inclusion, participation and intercultural dialogue;
- To empower young people to fight discrimination and promote cultural diversity and intercultural dialogue through follow-up activities;
- To provide participants with a space for learning and exchanging experiences;

The Study Session focused on several key points which were:

**Human Rights** - general information on Human Rights as well as right of refugees, IDPs, asylum-seekers, migrants, and the violations of their rights. The Session also covered the European Social Charter and its state of implementation in the represented countries;

**Intercultural dialogue** was covered through a presentation of the Council of Europe White Paper on Intercultural Dialogue and the levels of the intercultural integration as defined by M. Bennett and explored in the movie the Day and Night. The importance of intercultural dialogue and learning processes when working with migrants, refugees, asylum-seekers and IDPs, as well as for the target groups themselves in their daily lives, was discussed. The intercultural evening was organized through group works by participants who were asked to prepare educational actions or activities, implement them for each other and which were debriefed with the trainers the following day. For some groups working in an international team on intercultural dialogue was very challenging and quite different activities were developed;

**Discrimination** –Different forms of discrimination were explored through an activity called Language Barrier from the Compass Manual and a presentation. This presentation and the activity made the participants step in the shoes of the migrants, refugees, asylum-seekers and IDPs and feel the circumstances more real.

**Social cohesion and participation** – a session was included to explore this concept and explore how to make migrants, refugees, IDPs and asylum-seekers become more involved in the society they live in and feel more included;

**Action planning** – individual action planning was the outcome of the Study Session, in addition to partnership building activities. A whole day was devoted to action planning for the participants building on all the experience-sharing, discussions, and debates they had during the session days.

The methodology of the Study Session was based on non-formal education through debates, discussions, group works, using different activities from Compass, presentations, and movies. Forum Theatre was also used which turned out to be a learning process for the participants as

most of them got acquainted with it for the first time; through the theatre activity and the specially chosen topic, participants went deeply into the topic and explored solutions and possibilities for intervention.

Great attention was given for the participants to develop their own action plans and share them and, if willing, to try to find partners for their plans.

### **III. Presentation of NAYORA and partner organisations**

National Assembly of Youth Organizations of the Republic of Azerbaijan (NAYORA) was established by 11 youth organizations on 21st of November of 1995 and was registered in the Ministry of Justice of the Republic of Azerbaijan on 31st of January of 1996. NAYORA has 70 member organizations at the moment. NAYORA is a united youth platform, and acts as a leading youth organization, cooperation centre, mediator of youth structures, organizing international integration of youth. NAYORA is a full member of European Youth Forum (Youth Forum Jeunesse) since 2000 and has a special consultative status with United Nations Economic and Social Council since 2002. NAYORA is also a full member of the World Union of Turkish Youth and is member of Islamic Conference Youth Forum.

The activities within the strategic priorities of NAYORA include the following:

Strengthening relations among member organizations of NAYORA, stimulation of their joint cooperation, strengthening useful information exchange network among member organizations, preparation and implementation of long term program and projects relating to the activity of member organizations;

Conducting lobbying activities in a way of supporting youth issues and developing relations with governmental, non-governmental, humanitarian, commercial, public organizations working in Azerbaijan and embassies of foreign countries;

Implementation of programs, international projects, trainings, exchanges, conferences, seminars, debates, symposiums, festivals, round tables, language courses, internships, study visits etc. for providing integration of Azerbaijani youth worldwide;

Conducting activities for recognition of territorial integrity of Azerbaijan, raising this issue in different international levels and developing and intensifying relations with existing international cooperation organizations;

Developing activities in the fields of science, education, religion, culture, sport, moral and military patriotism, conducting activities directed to peace building and conflict resolution and organizing the youth activity directed to reduction of existing environmental problems;

Working in a way to solve other problems faced by youth;

**National Youth Council of Russia** – founded on January 10 in 1992 on the initiative of 8 non-governmental organizations, unites 41 Russian and inter-regional organizations and 32 Regional youth councils as its members. It is recognized both by the national state authorities and by international structures: Council of Europe, UNO, INGOs- European Youth Forum

etc. The main directions of the Youth Council are cooperation with legislative bodies, interaction with executive bodies on youth, preparation of educational seminars, developing public relations and promoting work of children and youth organizations.

**National Youth Council of Moldova** – is the organization that meets the interests of young people in Moldova and serves as a unique national platform to youth NGO sector. To achieve this vision, the mission of NYCM is to promote the interests of young people, to help develop youth associative structures by conducting training programs and activities, information, lobbying and consultation. There are several divisions within the organization: Developing organizational capacity of youth associations, developing and promoting youth policies, promoting human rights and social inclusion and development of international relations.

**Forum Nazionale Giovani of Italy** – is the only platform of National Italian Youth Organisations with more than 75 organisations represented by 4 million young people. The Forum was officially founded in 2004. The objectives of the organisation are to create a space for discussion and sharing of experiences between youth organizations from different fields and to commit to youth involvement in social, civil and political life of the country, involving them in decision-making processes of the country.

#### **IV. Presentation of the Council of Europe**

The Council of Europe, based in Strasbourg (France), is a European intergovernmental organization, virtually covering the entire European continent with 47 member countries. Established in 1949 by 10 countries, the Council of Europe seeks to ensure three fundamental values in its member countries: Human Rights, Pluralistic Democracy and Rule of Law. The Council of Europe was founded on the basis of these values declaring them the foundations of a tolerant and civilized society, thus making values indispensable for European stability, economic growth and social cohesion. The Council of Europe tries to find solutions to major problems such as terrorism, organized crime, violence against children and women, and human trafficking. Cooperation between member countries is seen as the way to solve these problems. The central goal of the Council of Europe's wide range of initiatives, often stated in the form of Conventions, is to bring member states' laws into closer harmony with one another and with the Council's standards.

#### **V. Profile of participants**

The participants were selected according to the following criteria:

- Young people between 18-30 with migrant, asylum seeker, refugee or IDP backgrounds, or;
- Youth workers from youth NGOs working with young migrants, asylum seekers, refugees and IDPs;
- Be motivated and committed to contribute to the theme of the activity and its outcomes;
- Have already some experience preferably at international level;



- Be able to work in English;
- Be available for the whole duration of the activity;
- Be a resident of a member state of the Council of Europe or Belarus;

The key point about the selection of participants was to ensure a balance between those who are youth workers/leaders with experience in working with migrants, refugees, asylum-seekers and IDPs, and those that have a refugee, migrant or IDP background. This approach created more space for sharing practices and learning from one another.

Eventually, 31 participants took part in the activity from 17 different countries. There were 11 male and 20 female participants with the average age in the group being 22.

## **VI. Overview of program and methods**

The overall educational approach used in the activity was non-formal, containing both experiential and traditional learning methodology. The plenary room was big enough to hold group works, discussions, debates and variety of activities mostly chosen from Compass. All the outcomes of the group work documented on the flipcharts were hung on the walls in the room so that everyone could continuously revisit it and use for the reflection groups in the end of the session days. There were also some presentations to provide background information on the topics discussed including by our guest speaker Emin Mammadli. The speaker gave information about the work of the Council of Europe on the topic of the study session and the work of a European youth network of young refugees called VYRE (Voices of Young Refugees in Europe). The initial flow of the program was changed a lot according to the needs of the participants and based on the reports of the reflection groups. After the introductory, getting to know and team-building sessions, the program started with general information on Human Rights issues, as well as the European Social Charter and while participants explored how it's been implemented in practice across Europe, especially from the point of view of working with migrants, asylum-seekers, refugees and IDPs. A complete day was dedicated to human rights, followed by half day sessions addressing the topics of discrimination, social cohesion, intercultural dialogue and a practice session using Forum Theatre method. At this point, the programme was half way through and participants enjoyed a half day break and a group dinner in the city. The second part of the week consisted mostly of sessions for action planning, partnership-building possibilities. Please see for the complete programme, the appendix.

## **VII. Program – Inputs and Discussions**

### **1. Welcome evening**

<b>Objectives</b>	<b>Expected Outcomes</b>
<ul style="list-style-type: none"> <li>- To welcome the participants who already have arrived</li> <li>- Make the first step towards introduction</li> <li>- Get to know each other through</li> </ul>	<ul style="list-style-type: none"> <li>- Participants got the first impression about the group</li> <li>- They met the preparation team</li> </ul>

different interactive games	
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**Welcome speech**

The Course director opened the floor and gave the welcome speech, introduced the team members and gave the instructions about the facilities in the building

**Name game**

The participants stood in a circle, said their name and showed their gestures/signs. The others repeated the name and gesture /sign of the previous 5 ones and also said his/her own. This was repeated for the whole circle until the participants started to repeat each other’ name and gestures/signs at the end.

**Draw Face**

The participants made 2 lines facing each other: the people standing in the first line were painters and the ones in the second line were models. They had a sheet of paper and a pen in front of each other. The models were asked several questions by the facilitator, and the painters drew the faces of models while collecting the information about the model while she/he was giving the answer to the questions. This sequence of answering questions and drawing was repeated a few times while participants continued to change their places with every question asked.

**1 Lie and 2 Truths**

In this game, the participants wrote 1 false and 2 true things about themselves on a sheet of paper and went to the the middle, talking to each other trying to find which of the three facts about the person was a lie. In this way they got to know about each other closer and had the first impressions about each other.

**Informal part**

There were some drinks and snacks and some music for the participants to have an informal chat with each other.

**Day 1. Welcome and Team-Building**

<b>Objectives</b>	<b>Expected Outcomes</b>
<ul style="list-style-type: none"> <li>- Enable the first interactions among the participants and encourage self-motivation and initiative</li> <li>- Introduction of the flow of the program to the participants linking it to the aim and objectives of the study session</li> <li>- Get to know the participants’ expectations, fears and needs towards</li> </ul>	<ul style="list-style-type: none"> <li>- Participants are aware of the program, and have the first team-building efforts</li> <li>- Overview of the expectations, fears and contributions</li> </ul>

the session	
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The morning began with the official opening of the study session, welcoming all the participants again and an introduction of the team members.

**Program flow** – Before the program was presented, the participants were given the aim and objectives written on puzzle pieces. In groups, they had to complete the puzzle and read them out. The programme of the week was presented while the linkage to the aim and objectives of the study session were made.

**Team-Building activity** - “magic carpet” was played in order to build a good team spirit. The participants were divided in 3 groups and given 3 blankets to each group. The task was that the participants should turn the blanket from down to upwards without touching the floor. It demanded good team work and strategy for the task to be a success in the short time given. All the groups managed it in a very short time.

**Visit of the Councillor from Embassy of Azerbaijan in Hungary** – The visit of the Councillor was very interesting for the participants, they asked several questions on the refugee and IDP issues in Azerbaijan and this was very good starting point to start the first session day.

**Background information on Council of Europe and on the topic** – The guest speaker Emin Mammadli gave a presentation about the background info on the topic and activities from the Council of Europe. The Educational Advisor conducted a quiz covering some general information about the Council of Europe.

**Fears and expectations** – The participants wrote down the fears and expectations they had towards the session on the post-its and stuck them on the program days available on the wall, in the end we summarized it and addressed several.

**The introduction to the Working definitions** – Before going deeper into the topics of the session, it was very important to have a clear understanding and definitions which participants were going to use during the week covering refugee, IDP, Asylum seekers etc. The terms agreed were:

**Refugee** – *is a person who is outside of his/her country of origin or habitual residence because he/she suffers persecution on account of race, religion, nationality, political opinion, or because she/he is a member of “persecuted social group”.*

**Internally displaced person**- *is a person who has been forced to leave his/her home or places of habitual residence, in particular as a result of, or to avoid the effects of armed conflict situations or generalized voices, violations of human rights, or natural or human made disasters and who has not crossed the international border.*

**Asylum-seeker**- *is a person who has applied for an asylum or refugee status, but who has not yet received a final decision upon their application.*

**Migrant**- *is a person who, for reasons other than those contained in the definition voluntarily leaves his/her country in order to take up residence elsewhere.*

To do this, we divided participants into 4 groups and asked to write down their opinions on the each of the terms written down on the flipchart, and after that the official definitions of the terms, taken from UNCHR, were presented and a small discussions and sharing comments followed.

## Day 2. Human Rights

Objectives	Expected Outcomes
<ul style="list-style-type: none"><li>- To give the general information about the Human Rights, its history, current situation especially related to the target group</li><li>- Introduction of the European Social Charter</li><li>- Participants' individual research chance on the topic</li></ul>	<ul style="list-style-type: none"><li>- Information about the Human Rights, and especially about the implementation level of the European Social Charter in the represented countries</li><li>- Have a clear idea about the rights of the migrants, refugees, asylum-seekers and IDPs through discussions and individual research</li></ul>

**What are Human Rights?** – The day started with activity called “flower power”. The idea of the activity was to define the main needs that are very important for the participants individually. Each was given the sheet of paper and asked to draw a circle and write “Me” on it, and define what needs they have and write them down in petals around the circle, thus making the flower. This was the starting point for the participants to understand the human needs (which also often can be translated to human rights articles). Most of the participants noted needs like security, family, happiness, music, freedom etc.

After, a movie about the history of the Human Rights was shown which was of great interest for the participants; they found it very informative and dynamic.

The participants were informed about the Universal Declaration of Human Rights of the United Nations and they discussed if the articles in the Declaration cover all of their needs. They also explored if they found the articles too restrictive or limited. They noted for instance: there should be some rights covering the official language, especially for minorities, or right to access to the internet, or something related to environmental issues. Participants also discussed that, in some countries, there is limited access to internet, and it was noted that the access to internet is not specifically an issue in the Declaration. However, it was clear that human rights are an evolving issue and more recently there have been new declarations covering issues such as internet governance which is very important.

**Frozen Lake Activity** – was meant to be a good team-building activity and also for participants to get to know various articles in different UN and Council of Europe charters and conventions. The idea of the activity was as follows: There was a “lake” of the rights on the floor. Participants had to enter the lack using the stepping stones only and retrieve the rights one by one and place the right under the right Conventions pasted on the wall.

The activity was experienced by participants as not successful because of the lack of team work and chaotic situation it created. During the debriefing they mentioned: Not everybody

was involved in the activity / No active listening / not choosing the rights to the Conventions according to the voting system agreed on / 10 minutes for the planning was not appreciative by the participants and they could not make a strategy in this period of time / some Conventions were confusing / there was no leader / there was no manager, or moderator among the participants, that would have made it easier / not caring that the participants read the Articles / it was a total chaos.

Based on the comments of the participants, the facilitators team decided more attention and focus was needed on inclusive approach in group work and some really dynamic group building activities were planned for the days after;

**European Social Charter (ESC)**- A presentation was given about the European Social Charter providing important basic information. After that, participants were asked to research how far and in which way the European Social Charter was being implemented in their countries focusing especially on the rights of migrants, asylum-seekers, refugees and IDPs. Participants made a presentation about it on the flipchart and shared in 4 groups of migrants, refugees, IDPs, asylum-seekers. This was the most interesting point for the participants as they got lots of knowledge about the rights of IDPs, refugees, migrants and asylum-seekers through discussions, debates and information about the rights in the represented countries. It was a good learning process for them and based on the reflection group comments, they liked it a lot.

Here are some results of the group works:

*Migrant group* – in Ireland for migrant application you have to pay 300 euro, and for re-entry 100 euro and also there is discrimination taking place in certain clubs or pubs; In Czech Republic there is a work permit for a migrant for a year, and if you lose your job, you have to leave the country. There is a new law on protection of migrants within 60 days, but it is very hard to find a job in 60 days, so it is not so effective;

*IDP group* – The Kurdish people are not officially recognized in Turkey; in most countries there is no financial support from the government towards the IDPs;

*Refugee group* –in most countries there is a huge unemployment rate among refugees, there should be provided some internship program for them; there should be temporary ID cards for them; some legislation possibility on integration;

*Asylum-seeker group* – Integration program to be implemented by the government for them; in Poland they cannot get a job within 6 months; NGO based legal support to the asylum-seekers.

**“Dignity Land”** –is a card game on social rights. Participants were presented with 8 issues covering different rights and on each card three possible actions were listed. The task of the participants was to discuss and define only the rights which they find very important and the actions they want to take with the limited budget that is available.

Here are the results of the debriefing:

Participants found the game interesting; they felt that they were feeling responsibility and making decisions about serious rights; they linked them to their own countries and started to think about the situation in their countries; they liked the discussion way of defining the most important rights with the limited budget and felt the democratic way of decision taking they adopted.

**NGO Fair** – was carried out as a speed-dating activity. The participants sat facing each other and were given 5 minutes for each exchange of the information about the activities of the NGO they are working for. It was quite fruitful, but as the number of the participants was around 28 and it was repetitive for them to tell about their NGO, also slightly exhausting.

### **Day 3. Intercultural Dialogue**

During the group activities on the first and second day, it was clearly visible that the group was not working as a team and adopting an inclusive approach themselves. This is a challenging observation considering the topic of the study session, but it also felt as a problem among the participants and it created a chaos in the group and they felt uncomfortable. Upon the results of the reflections both by the team and the participants, we decided to have a new team-building activity which will take longer and real challenge them. So, the 3<sup>rd</sup> day started with the team-building activity called “Swamp”. It made the group think of the strategy and relied on active listening and paying attention to the actions of the others which they lacked in the previous sessions. A huge checker board was taped on the floor and participants had to move one by one through the field following a specific path which they had to discover through trial and error. If a participant chose a wrong square or made a wrong move, the facilitator made a sound and the whole group had to start from the beginning, and it continued this way until the group had the same path from the start to the finish line as the facilitator had in her notes. The activity was a success...

The general comments said during the debriefing were as following:

- They learned their mistakes from the previous sessions and tried to make it better;
- They felt the team spirit this time;
- They felt the group support;
- They had a good strategy;
- They felt they were heard by raising hands and by speaking up;
- They talked one by one;
- However some felt they were not totally involved;
- And group leaders were talking more;

**Language Barrier-** The activity was carried out as if it was in migration office. The participants were given the application forms with the questions in different languages and were asked to fill in the questions in 5 minutes and give it to the person (the facilitator) working in migration office. The facilitators did not say anything while giving the application forms and while taking back the filled in forms. All the questions of the participants were ignored by the facilitators. When they took the filled in forms to the migration office worker to check and have the permission, most of the applications were ignored or found wrong and participants were denied access to the coffee break. Some forms were found correct and those participants were given the permission to enter to the coffee area. When asked questions by

the participants, the workers did not get into discussions with them to raise the feeling of arbitrary treatment. After 5-10 minutes, the activity was finished and the participants were invited to the debriefing. They were asked *how they felt, what happened to them, if it fit the reality they faced?* The comments were as the following:

- *They felt in the place of migrants and asylum-seekers;*
- *They felt desperately frustrated when they were ignored;*
- *When one got permission, and others not, he/she felt really bad because of the others' applications were not approved;*
- *They were hopeless, and angry to themselves not knowing the languages;*
- *Felt blocked, discouraged;*
- *There was a suggestion that it would have been great to have this activity with the migration officer themselves being in the place of migrants and asylum-seekers;*
- *They also felt solidarity between the people when they started to fill in the questions as they asked for help from each other, because they were in the same situation;*
- *Some migrants, refugees followed less education and they cannot read, from this point of view it fits the reality;*

This activity was followed by the **Fish Bowl** game. The idea of the game was that there was a table in the middle of the circle and four volunteers were asked to take the four chairs around the table and they were asked to have a discussion on the topic of stereotypes and their influence on relationships between people. All other participants sat in a circle around the table. When somebody from the outside circle had some idea, they raised went to the inner circle and replaced one of the participants around the table. In this way the flow of the discussions was quite interesting and with different points of view. The participants liked this activity very much as they had the great chance to discuss and express their ideas on the given topic, have the opinions of others and think about it.

The main focus of the second part of the day was on **Intercultural Dialogue**. First, as introduction to the topic, there was a presentation about the Bennett Model on six stages of intercultural sensitivity which are:

1. *Denial: Does not recognize cultural differences*
2. *Defence: Recognizes some differences, but sees them as negative*
3. *Minimization: Unaware of projection of own cultural values; sees own values as superior*
4. *Acceptance: Shifts perspectives to understand that the same "ordinary" behaviour can have different meanings in different cultures*
5. *Adaptation: Can evaluate other's behaviour from their frame of reference and can adapt behaviour to fit the norms of a different culture*
6. *Integration: Can shift frame of reference and also deal with resulting identity issues*

Then the participants were shown the Movie called "Day and Night", in which they could find all the stages of the Intercultural sensitivity. During the running of the movie, the participants tried to identify the stages in the movie and comment on that. Based on the reflections groups' comments, this part was one of the favourite parts of the session for them.

Following the intercultural topic, the participants were shown the Council of Europe White paper on Intercultural Dialogue in which they found out 6 crucial conditions for intercultural dialogue. These were: *Equal dignity; Voluntary engagement; openness and curiosity; readiness to look at both cultural differences and similarities; a minimum degree of knowledge about other's culture; the ability to find a common language for cultural difference;*

After presentations and discussion on these criteria the participants were divided into four groups making sure they were from different countries. They were given the rest of the afternoon the time to prepare a 20 minute activity related to the intercultural dialogue for the Intercultural evening planned for that night.

The main idea of this activity was to organise the “stereotypical” intercultural evening in a different way and to encourage participants to practice with developing and implementing an activity that encourages a real intercultural dialogue. It was thought by the facilitators that it was also high time for participants to act and express their own ideas into action! The activity would be debriefed the next day by participants and facilitators. The activities developed and its results were very different for each of the four groups;

*The 1<sup>st</sup> group:* They prepared a wedding ceremony with the traditions of the represented countries in their group. It was funny and entertaining and showed different traditions from England, Macedonia, Azerbaijan, and Georgia. In the debriefing the next day it was expressed that the idea was quite OK, but the group did not touch the intercultural dialogue concept deeper than the level of cultural expressions without touching on discussion of values etc.

*The 2<sup>nd</sup> group:* This group's work was well-organized and seemed to show real team work. They prepared different quizzes related to their countries and asked the participants to make 4 groups and take all the quizzes and the group who guessed all the quizzes won. The creativity of the quizzes and the team co-work was really good, although this group's activity was not much into intercultural dialogue content it did introduce participants to different cultural practices and some values.

*The 3<sup>rd</sup> group* – They prepared different questions and asked the participants. The questions were related to the countries of the participants in the group. It was a bit chaotic and it seemed that they did not prepare well enough.

*4<sup>th</sup> group* – There was a problem in the team work of this group. They had an initial idea of preparing some action, but as some of the group members were not involved fully, they could not make the rehearsal and prepare well enough. The group was also not able to agree if the activity was cancelled or not and sent out mixed messages. The frustration and misunderstanding between the group members necessitated a long debriefing in a smaller group and in the plenary on team work and team responsibilities towards other in a group.

As a result of all the groups' work, none of them managed to touch the concept of intercultural dialogue, but instead focused mostly on sharing information about cultural ‘traditional’ practices. In general, the participants understood the concept better and



understood why their activities did not address it fully. Upon the reflection groups' comments, it is clear this session was the most interesting one for participants.

#### **Day 4. Forum Theatre and Mandala**

Objectives	Expected Outcomes
<ul style="list-style-type: none"> <li>- Make the participants feel the reality of people in situation of oppression through Forum Theatre (FT) method;</li> <li>- Enable them to express their feelings related to their future activity ideas creatively via Mandala method;</li> </ul>	<ul style="list-style-type: none"> <li>- Participants are aware of the real situations of the oppressed one in FT, this also help them to feel the situations of the target groups of the Study Session;</li> <li>- Participants have their own relaxing atmosphere (without discussions, talking, just concentrating on themselves and being silent) while focusing on drawing Mandala</li> </ul>

**Forum theatre** - is a type of theatre created by the innovative and influential practitioner from Brazil Augusto Boal as part of what he calls his "Theatre of the Oppressed." Boal created Forum theatre as a forum for teaching people how to change their world. First, actors on the improvised stage perform a situation where some kind of oppression is happening – the situation closes at the point when one of the characters is oppressed and cannot find a way out of this situation. In the second round of the performance the same situation is replayed by the actors but this time the spectators (who, in this exercise, are *spect-actors*) receive an opportunity to stop the play and take the place of one of the character being oppressed in order to provide a credible solution. This can be repeated several times, each time different participants taking the place of an oppressed character, providing different solutions. *Spect-actors* can take the place of the oppressors as well, to develop as many scenarios as possible.

Thus, the participants were explained the main rule of this method and the volunteers were to think of the topic for Forum Theatre and play.

The topic of the play the participants thought of and acted out was connected to Human Trafficking. After showing the play, the rest of the participants – the spectators started to think of the solution and comment, express their ideas on the flow of the play. In the beginning, the participants stated their ideas mostly from the negative points of view, mainly focusing on the impossibility of the better flow of the play. If someone suggested some idea, the others would comment negatively and state that it would not work and this created a discouragement among the participants as they could not find a better way. They started to give the examples from realities in their countries, and thought how to apply them in the current play, but most of the suggestions did not work. First, because they did not even try to act, they just expressed their opinions, secondly, because almost all of the participants were discouraged as they could not find better ways to improve the situation of the oppressed one in the play.

After interactions of the facilitator and Educational Advisor, in order to somehow motivate the participants and direct them to the right flow of discussions, the participants were asked to rather focus on reality of suggestion, and try to act in the play, but not to comment if the idea is possible or not. Thus, some of them showed their suggestions by acting and replacing the oppressed in the play.

The Actor Mapping method – using this method the actors in the play of the Forum Theatre were drawn in a map beginning from the oppressed person in the centre and the oppressors, then bystanders were added and extra supportive people. The actor mapping method had a big impact on the participants. In the method they had the chance to define the relations of the actors with one another in the play, and determine the possibilities of influencing a relation between to actors which could lead to a change in behaviour an in the situation. This method gave participants a clear image about the situation in the Forum theatre play and comparison with the real life cases.

But in general, while debriefing the participants' comments were as following:

- *They felt hopeless and disappointed when realizing they could not find the better solution for the play and especially oppressed one;*
- *They were confused by lots of suggestion and ideas especially the given examples from the realities in the represented countries;*
- *The Actor Mapping helped them to define the places of the people surrounding the oppressed one and feel the situation of her/him in reality;*
- *The new additional supportive people (NGO, Journalist) in the map was useful;*

**Mandala** – (in non-formal learning) is the method of transforming your feelings into the drawing you are making after you are asked some questions. You are drawing Mandala in relation with your answers and feelings towards that.

The participants were given cartons and scissors and asked to cut the carton board in a circle shape using some round plates or compass etc. Meanwhile some soft eastern music was playing in the background. These circle shaped papers are called “Mandala”s. After they found the centre of the circle and pointed it. They drew a line in pencil from the top to the bottom and from the right to the left side where these lines crossed in the centre of Mandala. As well, they defined the parts like north-east, north-west, south-east, south-west on their Mandala. Then the participants were asked to close their eyes and focus on the current activities they are doing in relation with the migrants, refugees, IDPs and asylum-seekers, and the challenges they are facing, the situation of the target group they are working with. Participants were also asked to imagine the future activities, especially the influence of the session on them and the new ideas they have towards that and express this in their Mandalas.

After everybody had their own Mandala drawn, they were asked to stick them on the Wall and then they had kind of an exhibition of Mandalas of each other where they could share and express their thoughts.

This activity took place while a small group of volunteers were preparing the play for the Forum theatre.

The afternoon of Day 4 was the free afternoon.

### **Day 5. Action Planning I**

<b>Objectives</b>	<b>Expected Outcomes</b>
<ul style="list-style-type: none"> <li>- Encourage the participants to think of the future actions;</li> <li>- Inform them about the EYF, and different manuals of Council of Europe;</li> </ul>	<ul style="list-style-type: none"> <li>- Have the participants use more creative methods in their actions;</li> <li>- Participants can use the manuals in the methods of their future actions;</li> </ul>

**Soup spoon activity** – The participants were asked individually to think of as many ways possible how to use a soup spoon. They were given 5 minutes for that. After they were asked to form pairs and share the ideas they have written and create a new list. Then they were asked to form bigger groups, groups of 5 and share the ideas they thought off and create the final list of what you can do with a soup spoon. The aim of the activity was to make the participants think out-of-box and realise that together you can think of more solutions and possibilities.

**European Youth Foundation (EYF) and Manuals of the Council of Europe** – The presentation about the EYF and its priorities was given to the participants, and they got information about the application process, what criteria the foundation has for the NGOs etc. In this session participants were also acquainted with existing training kits and manuals on Human Rights such as Compass and Compasito. Participants also received information about the Against Hate Speech online campaign, and the ENTER! 2 Project on access to the social rights.

**Individual Action Planning** – One of the key points of the Study Session was to encourage the participants to create their own action plans based on the knowledge they got during the session. We followed the process described in the *TAKING ACTION* section of *COMPASS* as a guide for participants to make their own action plans. The aim was to encourage participants to develop actions that would address issues they are now dealing with at their NGO instead of developing new ideas.

Thus, the participants were given several key questions where to start from:

- *Which problem do they want to address?*
- *What is their target audience?*
- *What changes do they hope to see?*
- *What means are they going to use to influence their audience?*

After a short presentation, they started to work on these questions and develop their own action plans. They were working on the questions and made the presentations the next day.

## **Day 6. Action planning II and Evaluation**

**TV Show on the Action plans** – In order to have a non-usual presentation method of the participants' own action plans, we enabled the participants to make the presentations as if they were in a TV Show. Thus, the TV show Presenter (Facilitator) began the show announcing that they have the guests (participants) who would like to speak about their ideas for future activities.

The Presenter invited the participants 4 by 4 and, turn by turn, they presented their activity idea to the audience. There were also commercials in the breaks to make it a little bit fun and entertaining, so that the participants would stay engaged.

Overall, there were the following activity ideas presented by the participants:

- *Activity related to working with the IDP children, defining their main needs and making them be more motivated - Georgia*
- *Working with the children of 10-15 years old, in order to fight for racism, xenophobia in their society - Czech*
- *To build closer relation and connection between the refugees and the locals, organizing the Day of Neighbours – Gran Canarias Islands*
- *Activity related to the integration and active participation of the second generation young people – Italy*
- *Preparing the different events for the migrant minors to enable them to be more socialized with the Swedish people – Sweden*
- *Preparing the activity (with fairytales, cartoons) for the children in asylum-seekers' centre together with their parents, in order to make the parents be more conscious regarding the behaviour of their kids – Poland*

Then the opportunity was created for the participants for partnership-building activities. Flipchart was prepared and hung on the wall and participants were asked to write down their names and the types of the activities they would be looking partners for. Unfortunately, there were only 2 participants willing to start a partnership with the idea to have training courses on migration and youth work.

**Evaluation** – The first part of evaluation was conducted through a standard Evaluation Form. The participants were given half an hour to complete the question in the Evaluation forms.

Then the group evaluation was made. The floor of the plenary was divided into three parts: YES/ So-So/No. And the participants were asked several questions regarding the whole study session and they went into the parts of the floor depending on their answer. After getting into the one of the parts of the floor, they were asked to comment on their choice.

These are some of the questions:

- *Did the study session satisfy your needs?*

- *Did you achieve active listening?*
- *Did you manage to build a good team?*
- *Was the overall atmosphere good here?*

Participants mentioned the issues related to the time-management both of participants and the activities, the facilitators' work, the levels of fulfilment of their expectations, and the general atmosphere in the group.

See the Annex for more specified comments of the participants regarding the Evaluation of the study session.

### **Conclusion**

Overall, the study session was a success because it allowed participants and organisations to share experiences and getting to learn from one another on the topic of refugees, asylum-seekers, IDPs and young migrants. It was a good opportunity for the young people from all over Europe to come together and share their ideas, discuss the topical issues and try to build a network. The diversity among the participants and their experiences was a main contributor to this successful exchange.

The facilitators' team worked intensely on developing an inclusive approach among participants within the group and we hope this was a strong learning experience for them. The different concepts related to this study session as also the important rights ensuring the wellbeing of refugees, migrants and IDP's were introduced successful and related to by participants in their follow-up initiatives. A few interesting follow-up activities were developed and a group was created to facilitate future initiatives development.

Annex 1

**Program of the Study Session**

Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
08.00-09.30	<i><b>BREAKFAST</b></i>							
09.30-11.00	Arrival	Opening with Introduction of StS	Introduction to Human Rights	SWAMP- team -building	Debriefing n Interc. Evening	Debriefing on FT	Partnership building	
11.00-11.30		Break	Break	Break	Break	Break	Break	
11.30-13.00		Team – Building	Frozen Lake	Discrimination levels	Forum theatre (FT)/Mandala	Manuals and funding possibilities	TV Show on Presentations of Action Plans	
13.00-14.30		<i><b>LUNCH</b></i>						
14.30-16.00		Background info on the topic	Introduction to European Social Charter (ESC)	Introduction to intercultural dialogue	Free Evening	Out-of-box thinking	Evaluation	
16.00-16.30		Break	Break	Break		Break	Break	
16.30-18.00		Talking at the Bar	Group work on research of ESC	Preparing actions for Intercultural Evening		Preparing Action-plans	Free Time	
18.00-18.30			Reflection	Reflection	Reflection	Reflection		
19.00	<i><b>DINNER</b></i>							
21.00	Welcome Party		NGO Fair	Intercultural evening			See You Soon Party	

## Annex 2

### *Evaluation of the Participants*

#### On the flow of the Program

*Everything was well-planned and organized;*

*Everything flew well, but I would change some games and put in more serious and practical things we can discuss;*

*Sometimes there was not enough time, sometimes too much time for some activities;*

*It would be good if the participants would meet with refugees, migrants, asylum-seekers and IDPs;*

*Some sessions should've been more interactive;*

*More time for sharing experiences, like speed-dating etc;*

*Shorter breaks for 10-15 minutes, not for half an hour, after we are not so much attentive towards the session;*

#### On the Expectations being fulfilled

*It fulfilled my expectations, but some of the participants were a little passive;*

*I expected to learn much more and share best practices and experiences with the others;*

*For 80%, wanted more problem-solving tasks;*

*It did fulfil my expectations as I got to learn many things from others, and some new tools, made networking;*

*I got more than I expected;*

*I expected that I will know issues which exist in other countries and I did, come to know various issues and found new solutions;*

#### On Facilitators' work

*Each of them had different methods and approach;*

*They were engaged and supportive, did good job;*

*They did not act superior to us or something like that;*

*They were part of us;*

*They did everything to have a safe environment for learning, introducing our abilities;*

*They paid attention to the feedback from the Reflection groups;*

*They were flexible for changes and well-prepared;*

*They were good, but not perfect;*

Annex 3

**Reflection Groups** – in the end of each session day, the participants who were grouped in Reflection groups (keeping in mind the country, gender balance) gave feedback on the flow of the day to the facilitators. The Reflection groups were given the questions to answer and then come to report on the answers and their feelings of the work they had done. Each session day, the reporter was a different person from the group to ensure the participation of all the group members. Some of the feedbacks were as following:

<i>What did you enjoy most?</i>	<i>What did you learn?</i>	<i>What were the challenges?</i>
<i>Definitions of the terms;</i> <i>Quiz of CoE;</i> <i>Situation in other countries;</i> <i>Dignity Land;</i> <i>Researching part regarding the ESC;</i> <i>Forum theatre (FT) and actor mapping;</i> <i>Day and Night movie;</i> <i>Mandala and Soup spoon activity;</i>	<i>More about Human Rights;</i> <i>SWAMP activity on team-building;</i> <i>Situation about migrants and their feelings;</i> <i>ICD White Paper on Intercultural dialogue;</i> <i>Mandala and FT;</i>	<i>Lack of time;</i> <i>Language;</i> <i>Weak team-building in Frozen Lake activity;</i> <i>Presentations;</i> <i>Preparing for intercultural evening;</i> <i>Team-building;</i> <i>Finding solution in FT</i>



## Annex 4

**List of Participants**

<i>Name</i>	<i>Country of residence</i>	<i>Organisation</i>
Waseem Mohammad Yousaf	Ireland	Immigrant Council of Ireland, Migrant Right Centre
Tomasz Pyszko	Spain	CIIC
Oshien Sheedy	United Kingdom	Young Advisors Olympic Youth Ambassadors, Community Engagement Team
Elena Anchevska	Bosnia & Herzegovina	Centre for Refugee and IDP studies
Ivaylo Tsonev	Bulgaria	European Association for the Defence of Human Rights
Ana Tekic	Croatia	Plavna Klinika fakulteta u Zagrebu
Kristina Samardzic	Croatia	Centre for peace studies
Maria Morozova	Hungary	
Vedrana Durcok	Austria	Karl-Franzens University of Graz
Zuzana Babiakova	Czech Republic	Association for Integration and Migration
Sandra Trebunia	Poland	ATD Fourth World
Dejan Cocic	Bosnia & Herzegovina	Youth Initiatives for Human Rights
Danijela Bugarin	Bosnia & Herzegovina	Democratic Initiative of Sarajevo Serbs
Nodar Tsereteli	Georgia	Georgian School Students Union Alliance
Anar Hasanli	Azerbaijan	Azerbaijan Democratic Student and Youth Organisation

Elvin Nabiyev	Azerbaijan	“Bridge to the future” Youth Union
Liva Stupele	Georgia	Public Union Bridge of Friendship Kartlosi
Eliza Mchedlidze	Georgia	Academy for peace and development
Gunay Rzazade	Azerbaijan	AEGEE Baku
Hatice Ezgi Aktuna	Turkey	CAMBEL Egitim Gonulleri Dayanisma ve Yardimlasma Dernegi
Nigar Nazirova	Azerbaijan	AYAFE
Natia Dundua	Georgia	IRIS group - managing diversity
Nicolae Bairactari	Moldova	National Youth Council of Moldova
Jessica Zhang	Sweden	Swedish Red Cross Youth
Aysel Yusubova	Sweden	Swedish Red Cross Youth
Fatima Khachi	Italy	Forum Nazionale Giovani
Lino Chiusa	Italy	GIOSEF
Ramiz Aliyev	Azerbaijan	National Assembly of Youth Organisations of the Republic of Azerbaijan

## **References**

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