

Youth*
Worker
2.0

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SOCIAL INCLUSION
IN INTERNATIONAL
YOUTH PROJECTS
A GUIDE
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1. INTRODUCTION AND BACKGROUND

Introduction

Once upon a time, there was an international youth project with several situations negatively influencing the group of participants. With this as a starting point, the coordinating organisation INEX-SDA started to observe the needs of leaders and trainers in their network, communicate with possible partner organisations and came up with idea of a series of three training courses, focused on the most frequent issues to deal with when working with groups of participants – complicated situations, social inclusion, and focus on attitudes in projects. That's how the project 'Youthworker 2.0' came into life. Its aim is to support quality youth work by raising competencies of youth workers in the networks of all the organisations involved.

The second training course, during which this booklet was created, was held from 20th to 27th February 2017 in Creative Space, Hollókő, Hungary. 24 participants from 6 countries and 5 trainers worked for a week on various topics connected to inclusion of young people with fewer opportunities or special needs into groups during educational projects and activities.

The participants of this training (youth leaders, youth workers) are now able to deal with complicated situations related to social inclusion, that appear when working with groups. Over the duration of the training course, they..

- improved their self-confidence in working with groups;
- reflected their own approach to the groups and team members they are working with;
- are able to apply methods and tools that help maintaining their motivation and energy;
- understand the word "competence" and how to focus on it during their activities,
- and had space for sharing experience in international context.

This booklet is a result of the fruitful training. Hopefully, it will be useful for other leaders and trainers both within and outside the Alliance network.



Through the eyes of a participant...

On **Monday**, all the Youthworker 2.0 team with participants gathered in a spectacular community place - Creative Space in Hollókő. What things would come? Which people would meet? The day was foggy and rainy, creating an even more mysterious environment. Once we all arrived, we started getting to know each other and to slowly get ready for the awesome adventure ahead.

Tuesday was officially the first day of the training. Morning activities were name games and some team building activities to create a good environment within the group and the people. We kept going with the presentation of ourselves, our personal profile and organisations.

Before going deeper, we established the tree of expectations: the roots were the attitudes, skills and experiences we brought with us, the trunk ideas on how we could work well together and the leaves contained our expectations and hopes; at the same time, fears were left in a box.

We went through the Hero's Journey to have an overview of the journey we will follow the next few days. Now it was on us to accept the call for adventure and go for it! When we all accepted the call, we got a very useful and important tool for start the adventure: Learning Journals! A kind of notebook that allow us to compile the learnings of the week, make notes or drawing responding to all the activities, ideas, concerns, theories and reflections we experienced.

We spent the afternoon working on competences, Youthpass, non-formal education and differences between formal, non-formal educations and informal learning. Although participants were familiar with it, it was important to create a common background to work from in the forthcoming days.

We finished the day with a presentation of "5 Elements of a Method". This coaching approach was completely new to me. Through this method we had the chance to develop specific learning objectives for the training, and personally it helped me to be aware of which elements I have to consider when working and how they will define my working methods.

There wasn't better way to start **Wednesday** than with a first relaxing session with candles, music, chocolate and massage, everything focused on feelings and sensations. Once relaxed but full of energy, we jumped into the topic of social inclusion, clarifying differences between social inclusion, integration, assimilation, segregation and exclusion.

I learned also about the acculturation model, which helped me to consolidate my knowledge about the topic. We explored how the European Commission defined different kinds of fewer opportunities and special needs and we thought about concrete situations and issues these young people probably have to face on a daily basis.

Later, we played a teambuilding activity to give a hands-on example of how to work with young people with fewer opportunities/special needs. Personally, the activity helped me to put into action specific attitudes that were required at that moment. It helped us to improve our skills in leadership and team management and become more aware of our professional practices and behaviours.

All of us experienced a different role in the activity and, later on in the reflection, we could share how easy/difficult it was, which things could be improved and how leaders should work and communicate. I personally like this kind of activity and its reflection after because it helps to build awareness of our feelings, attitudes and behaviours.

In the afternoon, we moved location to a local theatre to have a workshop about body language and self-awareness. We practiced different activities that include movement, behaviours, eye contact, body language and how to connect to people through these elements. It was an activity that helped the group to connect more, be more confident within themselves and build closer relationships. For more info about all topics, see Chapter 2.

After a yoga relaxation lesson, on **Thursday** we kept active and started the day with a role play activity. Participants had to think about complicated situations they experienced, role play them and try to find solutions and ways to solve them. This activity allowed us to see how a static situation can change many times depending on different perspectives and suggestions provided by others. Results are summed up in Chapter 3.

Connecting with this first activity, we were introduced to the 'Iceberg', an activity in which we discussed different behaviours and what hides behind of them: values, skills, past experiences, cultural identity... Through this activity I learned that it is really important to understand what stands behind the behaviour of youngsters and how to positively influence it.

The afternoon started with a team-building activity with the aim to improve communication skills, collaboration and problem solving. After it, the group reflected on how they co-operated to fulfill the activity, which strategies they used and what their role was. I liked this activity very much because it made me feel connected with the others and I was happy to see that we worked well as a team.

Although we could not complete the task, for us, the process was much more important than the result. Connected with this, we also worked on the accountability chart, a technique to identify how we react when an unexpected situation occurs. All the concepts are described in Chapter 2. The last task for that day was to start preparing the workshops we would implement the next day in a local school.

On **Friday**, after the workshop preparation the evening before, we travelled to Varsány Elementary School to implement the workshops in classes with local kids. We were made to feel very welcome in the school and, before the implementation of our workshops, we had the opportunity to visit an English lecture for 4th grade pupils.

It was really interesting because the teacher included in some games with pupils and together with them we were practising some vocabulary and making questions in English. Then, we implemented all the prepared workshops with pupils from the 3rd to 8th grades. All groups enjoyed their workshops and for the children and young people it was very interesting and enriching to have the opportunity and the experience to interact with people from other countries. For more info about the workshops, please see the Chapter 4.

After lunch, we spent some time sightseeing in Szecsény, we had amazing coffee in a local café and we got back to Hollökő to reflect on the day's experiences. We went through long reflections with the trainers talking about the team co-operation, how did the preparation and implementation go, which issues came up and how we solved them. Also, we exchanged feedback with other groups, because at each workshop one other group of participants took the role of observers. It was very useful to have feedback from our colleagues to see how we worked from another point of view. At night, we shared our cultures and learned from others. The night was full of stories, traditional songs, dance and tasty food.

Saturday was about creating a space to share practices and experience within the group of participants. We all had a chance to offer some activities in the Sharing Space format. We had options to explore how to use nature when working with participants, get to know personal experience from EVS, practice acroyoga and others. For more on this, go to Chapter 5 of this booklet.

In the afternoon, we enjoyed our free afternoon having a walk in Hollökő, taking pictures of the typical houses of the village, buying some souvenirs, visiting the natural heritage area, climbing up to the local castle, participating in a meditation session and much more.

Sunday, the last day of the training, was used for preparing this Output and one more output - "I am Remix" video promoting this training, which you can find on [our Facebook page](#). In

the afternoon, we focused on networking, other activities together and evaluated the whole training. At night, after our last dinner, we spent some last time together, playing some table games, listening to some music and talking about the many good moments we experienced throughout the week.

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The Hero's journey

Joseph Campbell, an American mythological researcher, wrote a famous book entitled 'The Hero with a Thousand Faces'. In his lifelong research Campbell discovered many common patterns running through hero myths and stories from around the world.

Years of research lead Campbell to discover several basic stages that almost every hero-quest goes through (no matter what culture the myth is a part of). He calls this common structure "the monomyth." Many followers of Campbell have defined the stages of his monomyth in various ways, sometimes supplying different names for certain stages.

For the purposes of our training, we used the main stages of the Hero's Journey to describe the programme of a training as a path, through which the Heroes (the participants) go through and bring a change to their communities after the training is over.

1st stage - Ordinary World

The Ordinary World represents hero's reality - where they live or come from. In our case, this is the reality participants live and work in - their organisations, activities, target groups. At this stage, participants apply for this training course to seek out the competences and motivation that they miss.

2nd stage - Call to Adventure

A call away from the ordinary reality, a challenge. During the training, this call happened during the introduction of the training and this programme, when the participants found out for the first time what is ahead of them and what the main challenge will be about. They were told that it's up to them if they accept the call and how they are going to go through the quest.

3rd stage - Deciding about the Call

In Campbell's theory, heroes often refuse the call or doubt before accepting the adventure. Heroes participating in Hollókő had the possibility to decide about the accepting and deciding if they are in the right place within themselves. The trainers made it clear that it's OK if they decided not to accept.

4th Stage - Accepting the Call

Once the adventure is accepted, the heroes cross a threshold to advance into the next stage of their journey. All the participants were brave enough to face the challenge and define their own

individual quests (learning objectives) on the 2nd day of the training.

5th/6th Stage - Entering the Unknown & Road of Trials

Heroes in Campbell's monomyth enter a new world with supernatural creatures, breathtaking sights, and the constant threat of death. Unlike the heroes' home, this outside world has its own rules, and there are several smaller tests and trials to get ready for the main task. During this journey, the heroes often have some supernatural aid, talismans and helpers or allies.

On the Youthworker 2.0 training, we have prepared various challenging activities as well as inputs from the supernatural powers. An example of this was trainers dressing as Greek Gods - deciding to support the brave heroes by mentoring them and covering some theoretical and practical inputs (see further topics described in this Chapter). As talismen, each participant had a personalised Learning Journal with their own notes and background materials and, in the group, they supported each other to make sure they have the right allies for the main task.

7th Stage - The Supreme Ordeal

All the heroes' training comes into play now: The journey has prepared them, and it's time for them to show their prowess. The Supreme Ordeal is the biggest test awaiting for the heroes on their journey. In Hungary, this quest was to prepare and realize a workshop for local children and youth in Varsány Elementary School. The target group was pupils from 3rd to 8th grades, coming from Varsány and the surrounding area - a rural, geographically-challenged area in northern Hungary, Nógrád region (details in Chapter 4 of this booklet).

8th Stage - Reward and Getting Ready for the Return Trip

Typically, there is a reward given to heroes for passing the Supreme Ordeal. In our case, we focused on proper reflection of learning and feedback (and some well-deserved free time in Hollókő too). For the return trip, we proposed space for sharing practices, preparation of the output and networking to equip the participants with as many tools, information and contacts as possible to make their journey back to their reality easier. The successful training is completed with necessary celebration of all the successes we have achieved.

9th Stage - Journey home & 'Master of Two Worlds'

Success in the heroes' quest is life-changing, for them and often for many others. By achieving victory, they have changed or preserved their original world. Often they return with "the elixir" - an object or personal ability that allows them to save their world. The heroes have also grown in spirit and strength. Every participant came back to their realities stronger, with new knowledge and skills to be used in working with their target groups. Hopefully, the impact of this training will help them improve their activities to be of a higher quality, improve the inclusiveness and their approach to the participants - all individually according to the participants' individual learning outcomes.

So much for the journey of the participants = Youthworker 2.0 Heroes, which started in 2017 and will hopefully continue long after the training is over.

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Participating organisations

The Alliance of European Voluntary Service Organisations is an International Non-Governmental Youth Organisation that represents national organisations which promote intercultural education, understanding and peace through voluntary service. The Alliance, founded in 1982, is presently made up of full, associate and candidate members in 28 countries worldwide.

Each member organisation runs an annual programme of International Voluntary Projects in their own country and exchanges volunteers with each other following the Alliance Quality Charter that stresses on the added value of volunteering, its educational aspect and on following quality standards agreed by members.

The way the Alliance considers participation is reflected in the management of the network. Based on democratic structure, Alliance works on its initiatives through an annual plan of action thanks to voluntary participation of staff and board members, active volunteers of the member organisations to 8 different committees and working groups.

www.alliance-network.eu/alliance-quality-charter-ivs/

Egyesek Youth Association is a group of active, passionate and committed youth workers, trainers, coaches and volunteers. Its mission is to inspire, empower and support youth in successfully taking responsibility in their lives and the lives of their communities, which will happen through local, national and international programmes such as trainings, youth exchanges, voluntary camps and community development projects.

The activities are based on non-formal learning methods with a strong emphasis on the personal and professional development of individuals, youth workers, leaders and NGOs. Within the activities, a non-formal international network was established, connecting other non-profit organizations which share the same values. Egyesek Youth Association cooperates with them regarding youth projects and provides a professional support in the field of youth work, coaching or internships.

Egyesek Youth Association has a lot of experience in youth projects, especially in training and exchanges that involve topics such as dance, media and communication. Moreover, as a member of International Synergy Group, personal development trainings are often organized. Egyesek is also a candidate member in Alliance of European Voluntary Service Organisations and a full member in CCIVS.

Website: www.egyesek.hu

Facebook: www.facebook.com/egyesek

Vimeo: www.vimeo.com/egyesek

INEX-SDA is a non-governmental and non-profit organization, established in 1991 that focuses on the field of both volunteering and non-formal learning. Its mission is to initiate and foster an open-minded society and active citizenship by organizing and implementing volunteering projects, educational activities and campaigns not only in the Czech Republic, but elsewhere.

In various regions of the Czech Republic, INEX-SDA organizes international volunteer projects and social integration programs, environmental education and rural development. Besides sending volunteers abroad and coordinating projects in the Czech Republic, the non-profit organization initiates and maintains educational activities (both development and intercultural ones), and campaigns (GLEN, Football for Development), including inclusive volunteering. Moreover, it provides space for the development of volunteer's own activities in the Volunteer Club. INEX-SDA is the main organiser of the YouthWorker 2.0 project.

Website: www.inexsda.cz

Facebook: www.facebook.com/inexsda/

Legambiente is an Italian environmental association who bases its activities on scientific environmentalists. The association is an Alliance and CCIVS (Co-ordinating Committee for International Voluntary Service) member.

The activities come out in different ways: environmental monitoring, awareness campaigns, voluntary ones, workcamps for children, youth, adults and families, lobbying addressing decision makers, drafting of scientific reports and policy papers. Legambiente works with a keen eye on children and youth because the association is aware that this is the way to build a better future.

Website: international.legambiente.it/

Facebook: www.facebook.com/legambiente.onlus

Xchange Scotland has a number of years experience in delivering international projects for volunteers. It aims to inspire international volunteering around the world and around the corner, as it was set up by young Scottish people in 2007 to help other see the world and develop communities along the way.

The organization sends volunteers to take part in short-term workcamps organized by international partner organisations and also hosts a number of these projects in Scotland each year. It has also been an active sending and hosting organisation for EVS (one of the most active ones in Scotland), with a plenty of volunteers (both as individuals and groups) sent

and hosted short and long-term, and brought some of the first EVS volunteers to Glasgow. As well, it regularly sends groups on Youth Exchanges under the Erasmus+ programme and runs non-formal global educational workshops with both young people and adults around the topics of intercultural education, citizenship and participation. Xchange Scotland has worked with schools, youth organisations, resident forums, arts organisations and informal groups across Scotland with their global education work.

Website: www.xchangescotland.org

Facebook: www.facebook.com/xchangescotland

Young Researchers of Serbia (Mladi istraživaci Srbije) is a non-profit, non-governmental organization founded in 1976 whose main aims are environmental protection, environmental education, youth exchange and work with young people as well as promotion of sustainable development, scientific creativity and volunteering.

As an umbrella organization, it gathers 26 clubs and societies from all over Serbia, such as Geographic Exploring Association, Student's Biological Research Society, Ethno Club etc, whose members take active part in the activities, among which you may participate in research camps, eco-schools, campaigns, volunteers' exchanges including both hosting and sending EVS volunteers, trainings, international workcamps and international cooperation.

Websites: www.mis.org.rs

Facebook: www.facebook.com/mladiistrazivacisrbije



Erasmus+

Erasmus+ is a programme of European Commission focused on education. It was established as the result of the integration of the European Commission's predecessor programmes including the Lifelong Learning Programme, Youth in Action, Leonardo da Vinci, Comenius, Erasmus Mundus and many others.

The main priorities contain raising quality in formal and non-formal education, support of social inclusion and equity, focus on employability of young people, and education of active, responsible citizens.

An overview of the three main Actions has been presented and discussed throughout the training; mainly Mobility for Young People and Youth Workers (Key Action 1) has been very interesting for the participants of the training.

It contains many opportunities for themselves and the young people they work with (especially Youth Exchanges and EVS).

The YouthWorker 2.0 project is funded via the Erasmus+ programme, under Key Action 1 (Youth).



2.

**GUIDING
IDEAS**

This chapter contains the main theoretical and practical ideas and inputs we have gone through during the training course. The main concepts concern:

competences and non-formal education (as the context we work in)

- introduction to social inclusion
- theories and practices on connecting with the group of participants and including participants with fewer opportunities and special needs
- background to the behaviour of hard-to-reach young people

Attitudes towards learning are beginning to change. Now we know that learning takes place throughout our lives and a large amount of our learning does not take place only inside the formal education system but also in other contexts. There is a need for a different approach to learning and moving away from the traditional emphasis on diplomas or degrees to a new view of learning as a lifelong process with an emphasis on the development of competences.

In accordance with international studies, 'competence' is defined here as a combination of knowledge, skills and attitudes appropriate to a particular situation. Knowledge is the theoretical or practical understanding of a topic. It is, then, the understanding and acquisition of information. Skills are the application of theory and hands-on practical tasks. The repetition of practices create permanent connections in the brain that allow us to do things in a more automatic way. Therefore, skills represent the ability to perform a task. Attitudes represent internal drivers of behaviour (values, motivation, beliefs...)

The work we do with young people is designed to contribute in some way to increasing an individual's knowledge, contributing to their skills or improving their attitudes. This, in essence, is developing competences. In order to structure understanding of competences and apply them in our work, European Commission and Erasmus+ developed and established 8 key competences with the aim to support personal fulfilment, social inclusion, active citizenship and employability.

Key competences and youthpass

Key competences' are those that support our personal fulfilment, social inclusion, active citizenship and employment.

1. Communication in the mother tongue

Communication in the mother tongue is our ability to express thoughts, feelings and facts both orally or in writing (listening, speaking, reading and writing), and to interact with other people in an appropriate way in education and training, work, home and leisure.

2. Communication in foreign languages

Communication in a foreign language is closely linked to communication in our mother tongue: it is based on the ability to understand and express thoughts, feelings and facts orally or in writing at work, home, leisure, education and training — according to our wants or needs. Communication in foreign languages also calls for skills such as mediation and intercultural understanding.

3. Mathematical competence and basic competences in science and technology

Mathematical competence is our ability to use addition, subtraction, multiplication, division and ratios in mental and written arithmetic to solve a range of problems in everyday situations. Process and activity is as important as the knowledge itself.

4. Digital competence

Digital competence involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet.

5. Learning to learn

Learning to learn is the ability to organise our own learning. It includes effective management of time and information, both for ourselves and in groups. We should also be aware of our learning process and needs and identify different opportunities available to learn. It means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn encourages us to build on prior learning and life experience.

6. Social and civic competences

These competences might be the most important ones for the youth field. Many of them can be acquired by active engagement in any kind of youth work or volunteering. They cover all forms of behaviour we might need to participate effectively in our social and working lives. Competences connected to a social context become more important as societies are more diverse now; they can help us to resolve conflicts where necessary. Civic competence equips us to fully participate in civic life, based on knowledge of social and political concepts and structures and a commitment to active and democratic participation.

7. Sense of initiative and entrepreneurship

These competences refer to our ability to turn ideas into action which is particularly important for youth work and youth initiatives. It includes creativity, innovation and risk taking, as well as the ability to plan and manage projects in order to achieve objectives.

8. Cultural awareness and expression

Appreciation of the importance of the creative expression of ideas, experiences and emotions through a range of media, including music, performing arts, literature, and the visual arts.

The frame of 8 key competencies can greatly improve the results of our work with fewer-opportunities young people if we take the time to focus more consciously on learning and if we find ways to structure the development of competences. It can be used as a good starting point.



Non-formal education

Learning in general can be defined as a long-term process that changes and influences your knowledge, skills and attitudes. Modern European educational terminology divides learning into three categories: formal, non-formal and informal learning.

Formal education takes place in the school environment - the situation is planned and purposeful. It's typically focused on knowledge. In contrast, informal learning happens in everyday situations. It is the Saturdays that you hang with your friends or the evenings that you spend with your parents or family. It is something that is educational and your values might change but the results may be only apparent much later.

Somewhere between those two is non-formal learning. It happens or takes place in different situations and environments. It is purposeful and should be planned like formal education, but it is focused on all components of competences. It is more flexible and available for everyone. And most importantly it should happen voluntarily.

Non-formal education can be both social and individual learning. It is something that can take place as part of extracurricular activities or subjects where you use active and interactive study methods. Also, it is a process where the learner is in the driving seat - for example, choosing to learn to play guitar through viewing YouTube tutorials.

There is potential for these different kinds of learning to be combined. There is great potential for something that is set by the national curriculum, but is also more flexible and innovative, like the non-formal learning process.

LIST OF QUALITY INDICATORS IN NON-FORMAL LEARNING

How to recognize quality when talking about the non-formal learning activities? The European Youth Forum has developed a Manual of Quality Assurance in such activities based on a peer review approach. For your inspiration, here is the list of 11 indicators they came up with:

1. The assessed needs of learners & society and the mission & values of the organisation are translated into objectives.
2. The objectives are reflected in the Non-Formal Education scheme .
3. The educational methodology selected is suitable for the learning process.
4. The necessary resources are available.
5. Resources are used in a sustainable, cost effective and responsible way.
6. Educators have the necessary competences.
7. Educators are prepared.
8. The communication between all actors is managed effectively.
9. Learners influence their learning process.
10. Learners understand their learning outcomes and can transfer them.
11. All actors are involved in the continuous evaluation process.

Introduction to inclusion

The main objective of this session is to give the participants the idea how to differentiate the terminology in the field of inclusion. We understood the basic terminology, and are motivated to attempt inclusion as a developing process in their international projects.

Miller and Katz (2002) defined inclusion as: “a sense of belonging: feeling respected, valued for who you are; feeling a level of supportive energy and commitment from others so that you can do your best.” It is about valuing all individuals, giving equal access and opportunity to all and removing discrimination and other barriers to involvement.

EQUALITY VS EQUITY

The difference between these two terms is often explained with an image of three individuals of different heights who are attempting to peer over a fence. In order to treat them equally, they would all be given the same size box to stand on to improve their lines of sight. However, doing so wouldn't necessarily help the shortest person see as well as the tallest person. In order to give equitable treatment, each person would need to be given a box to stand on that would enable a clear view over the fence.

Integration - Synonymous with “combining, blending, fusing” – means grouping all individuals together.

Marginalization/ Exclusion - The process whereby something or someone is pushed to the edge of a group and accorded lesser importance. This is predominantly a social phenomenon by which a minority or sub-group is excluded, and their needs or desires ignored.

Separation/ Segregation - This literally means “setting apart” – or separating individuals.

Social inclusion - Accommodating for all individual's needs without restrictions or limitations.

Assimilation - People of different backgrounds come to see themselves as part of a larger national family.

The participants agreed that the problem of inclusion vs. integration in many countries constituted still an open question, and that there was a need for further broad discussion.

PARTICIPANTS WITH FEWER OPPORTUNITIES

Social obstacles

- young people facing discrimination because of gender, ethnicity, religion, sexual orientation, disability, etc.
- young people with limited social skills or anti-social or risky sexual behaviours
- young people in a precarious situation
- (ex)offenders, (ex)drug or alcohol abusers
- young and/or single parents; orphans
- young people from broken families

Economic obstacles

- young people with a low standard of living, low income, dependence on social welfare system
- in long-term unemployment or poverty
- young people who are homeless, young people with financial problems.

Disability

- mental (intellectual, cognitive, learning)
- physical, sensory
- other disabilities

Educational difficulties

- young people with learning difficulties
- early school-leavers and school dropouts
- people with less formal qualifications
- young people with poor school performance

Cultural differences

- young immigrants or refugees or descendants from immigrant or refugee families
- young people belonging to a national or ethnic minority
- young people with linguistic adaptation and cultural inclusion problems
- Health problems
- young people with chronic health problems, severe illnesses or psychiatric conditions
- young people with mental health problems

Geographical obstacles

- young people from remote or rural areas
- young people living on small islands or peripheral regions

- young people from urban problem zones
- young people from less serviced areas (limited public transport, poor facilities, abandoned villages)

Source:

[Inclusion and Diversity Strategy by Erasmus + Programme in 23 languages:](#)

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A sense of belonging:
feeling respected,
valued for who you
are; feeling a level of
supportive energy and
commitment from others
so that you can do
your best

”



Active connection experience

As youth workers we help others. In order to do that, we have to be able to help ourselves first, to develop better feeling and find peace within ourselves. Interestingly, movement can contribute to these goals. Our movement session was divided in two parts: observation and connection, echoing working in complicated situations.

In the first part of the session (focused on observation), we were supposed to walk around the room with soft focus: front, then backwards, sideways, with clapping, starting and stopping, and at the end doing the same, just with different speed. This is how all of us, from being separated in our doing, and knowing only our own rhythm, little by little, identified with the group and became part of it.

After that we walked around again, creating eye contact and greeting each other, using sense of touch, pressure, temperature, and synchronizing breathing. This made us braver in approaching others, as well as more connected.

Then we divided ourselves in couples, and shared different activities: facing each other, looking attentively, turning our backs to each other, changing 3 things in our appearance, and trying to point out what is different. In order to see ourselves the way we are perceived by others we engaged in a 'magnet' activity, where we imitated our partners after observing their walk. Following this, we brainstormed how something so banal, such as way of walking, can say so much about our personality.

In the second part of the session (focused on connection), we discussed how body language can completely change the tone of a conversation. At first we matched partners who were speaking in their native language: walking at the same speed and matching tonality - just to prove that as long as you actually listen, even though you maybe don't understand, connection is inevitable.

An activity called 'African hypnosis' was next. In this, one partner is leading the other by moving the palm of their hand in a particular direction, with the other partner following the lead. This concluded with a mirroring activity where, with the use of music, partners were dancing, mirroring and gently leading each other, leading eventually to absolute synchronization.

When working with youth, especially in international projects, words are not enough, and verbal expression can help only to a certain extent. That's when action, movement, dancing, touch

and visual communication can bring so much. The movement session could be used in various situations: from overcoming the language barrier, team building, up to the inclusion of everyone in the group, and just creating a better working atmosphere.

What I learned from this is that we are all equal, regardless of age and background. Feeling exposed and scared of new situations, we were all being self-conscious, and sometimes too focused on ourselves, so that we can't connect with others. But on the other hand, I realized that we are also eager to be accepted, to learn, to help one another, to create, to have fun, and when we actually listen we can truly hear.

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When working with youth, especially in international projects, words are not enough, and verbal expression can help only to a certain extent

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Iceberg theory

Young people often remark that they feel they are defined by one aspect and not considered as a whole person. It is essential to consider the overlapping or intersecting social identities and other factors in a young person's life and the way that these can impact mental health and wellbeing.

'Intersectionality' suggests that various biological, social and cultural categories (such as gender, race, class, ability, sexual orientation, religion and age), interact on multiple and often simultaneous levels. The theory proposes that we should think of each element or trait of a person as inextricably linked with all of the other elements, in order to fully understand identity.

In relation to Iceberg Theory the behaviours shown by a person is only the tip of iceberg. These behaviours are suggested to only be 9% of what we see when we look at a person. These behaviours can be seen as anger and fear, for example, acting out as things we observe as swearing, aggression etc. The Iceberg Theory invites us to question what is going on in a person's life to exhibit these feelings.

In relation to the Iceberg Theory, beneath the tip of the iceberg exist values, skills, beliefs, culture, identity and past life experiences. When these examples are challenged or changed it can lead to a person's needs being unmet.

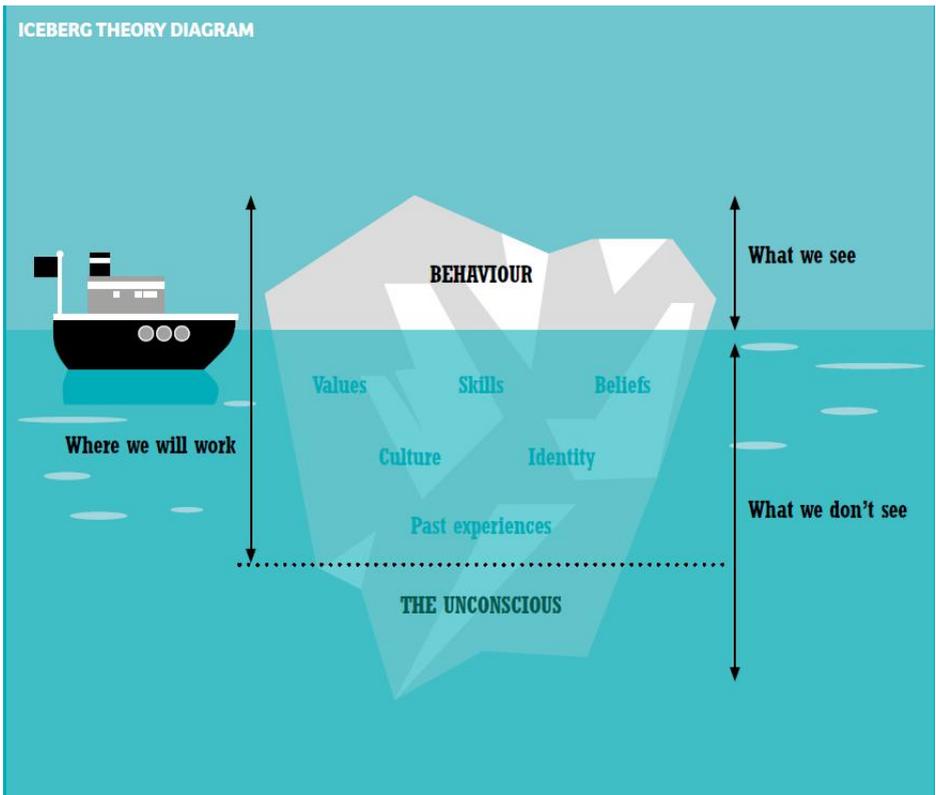
If practical and emotional needs are not met the Iceberg Theory welcomes you to identify how you would behave if you were stripped of certain needs. This can help you as an individual to better understand the reasons and logic behind the way a person that is causing problems for you is behaving. This in turn develops empathy and possible solutions to work more effectively.

Empathy develops when the individual, group or community have the strength to see beyond the destructive expressions of anger to the hurt, needs and fears of those who they experience as hurting them.

EXAMPLES FOR USE IN YOUTH WORK PRACTICE

- To support Youth Workers to develop empathy for young people they work with people who are problematic within in group or individual environments.

- To support Youth Workers to identify new and effective ways of working with hard-to-reach young people, young people with special needs and young people with mental health disorders.
- To challenge Youth Workers' own perceptions, belief systems and prejudice towards
- young people from marginalised groups e.g. hard-to-reach, LGBT and special needs
- To support young people to understand why they behave the way they do and to analyse which needs are not being met.
- To support young people to process what aspects of their life are out of balance and make positive changes to meet their basic needs in a less chaotic and problematic way.



Victim-Accountable Chart

The Victim-Accountable chart is a tool that can support you in realising your role in unexpected situations and the problems that might arise from them. The great advantage of this tool is that by focusing on the simple steps it presents, it can offer you a new perspective on your actions and how you can find working solutions. Ultimately, it gives you the opportunity to claim your own power for making your decisions, instead of giving it way to outside events.

As a youth worker, mentor, coach the true support can only happen when the people you're working with acknowledge their reality and wish to find accountable, working solutions. While this person is in the victim position no effective intervention can be made, as there is no willingness to change.

In order to understand how to use this chart, we will go step-by-step, starting with Automatic Thoughts in the Victim side until we reach Implement Solution in the Accountable side.

1. Victim side/position

The first half of the chart is the Victim side or position. This refers to all the moments where we make ourselves passive towards what is happening to us, that we deny our ability to find a solution, we make ourselves powerless or a victim of the circumstances. If you find yourself in this side, it means that it's your actions that you lead here. You are not the victim; your decisions make you one.

AUTOMATIC THOUGHTS – our everyday thoughts and our actions based on these, as a result of the beliefs, values and concepts which we developed or acquired at a certain moment of our life, and which we don't question any more. It has to do with how our brain functions and navigates reality - in order to save time and energy, certain routines are created so we don't have to think it through. Imagine having to consciously think how to turn a door handle everyday or how to walk...

For example: *I never have enough money to do anything, I can't travel, buy nice things or pay for good experiences.*

If something occurs to interrupt this, or we are unhappy with our normal situation, we can attach blame. We think we do a good job and then one day we realize that other colleagues are getting better paid or in other companies or countries our position is better paid.

BLAME – There are moments when unexpected and unpleasant things take place and drive us out of automatic thoughts. After a quick automatic reaction, such as cursing or shouting, we tend to blame others (and sometimes even ourselves) or something for this situation.

How is it even possible my company is paying me such a low wage! My colleague is no way better than me at this work!

EXCUSES – After putting the blame on whomever or whatever we can, we automatically make excuses for our own behaviour, which justify our blame.

It's not my fault my boss is stupid, there are no other jobs available, so I have no opportunities how to earn more and go travelling.

WAIT AND HOPE – life goes on, without any significant change to our present situation. We wait, and hope that something will happen that will change our circumstances.

I'll wait for another job to be advertised, or I'll wait for a pay rise. Hope they'll finally notice.

This thought pattern describes someone who sees themselves as a victim of their circumstances. In order to change our situation, we must become accountable for our own actions.

2. Accountable side/position

Being accountable means that we realize that we are part of the situation/problem we are in, that we have an active role in it, and that it is down to us to make a change.

An important distinction should be now made between accountable and responsible. We are not responsible for all the situations that happen to us. Examples of this would include: a child appearing out of the blue on the road; the difference between salaries; being ran over by a car; or falling into a dirty sewer. But we are accountable for our actions after the event. The moment we start to look at ourselves is the moment there is a chance for change.

ACKNOWLEDGE REALITY – If we are unhappy with our situation, the first step is to recognise this, and work out the reasons why we are unhappy. Part of this is knowing what we have the power to change, and what is out of our control.

I don't have as much money as I would like, which means I can't travel or do things which I want to do.

ACCEPT OWNERSHIP – Taking responsibility for the situation, and making the decision to change it. We acknowledge we contribute to this reality with our mindset and actions.

I have a low paid job, but I also spend too much money on unnecessary items. I don't save any money.

FIND SOLUTIONS – What actions can we take which will change our situation? These can be short term or long term goals.

I will actively look for a new job. I will save a little bit of money every week. I will make a budget plan and write down all the spendings I'll do.

IMPLEMENT SOLUTIONS – taking action to change our situation. Make daily goals (e.g. save a certain amount of money each day) and long term goals (e.g. have more training in order to get a better job).

RELATING THIS TO YOUTH WORK

In youth work, you may encounter a young person who is displaying a victim mentality. As a youth worker, you may have the chance to have a conversation with the young person which can help them move towards an accountability mindset. Examples of questions to guide this conversations can be:

- What are the benefits/disadvantages of your situation currently?
- Does it work for you?
- What can you do to change?
- What would you like to change?
- What would you like other people to do?
- How can I help you?
- What is the problem?
- How many times has this happened to you?
- What would you do if these obstacles disappeared?
- What is stopping you?
- How come you insist on being in this situation?
- What decision can you make to change your reality?

Please note: In working with young people with fewer opportunities or special needs there is the possibility of dealing with people who had traumatic or severe life events (such as abuse, rape, racial violence, etc.), and this has had a major impact on how their lives were shaped. It is true that they're the victims of these events and nothing will change the fact that they happened. What is important in connection with this tool is making them realize that while they were the victim of the events, it is up to them to take ownership for their lives by overcoming the story built around and after the event, to cope/deal with all the suffering and starting to 'rewrite' their own story. The desired result is that this event is not what is ruling their lives, but becomes a chapter (as painful as it may be) in their lives.

The background features a blurred image of several hands holding a smartphone together. This image is overlaid with a vibrant, multi-colored geometric pattern of triangles and polygons in shades of purple, blue, green, and orange. The text is centered over this background.

3.

**SOLUTIONS
TO REAL LIFE
SITUATIONS**



This Chapter consists of description of four situations, which the participants elaborated in detail in the role plays. The task was simple - to understand properly the difficult situation, which happened to one of the participants in a real life situation. All situations are related to work with inclusion - how to include hard-to-reach young people, how to deal with discrimination etc. The situation was presented in the form of a role play and then the participants discussed possible issues and solutions. Below, you'll find the summary and results of their work.

The 'disruptive' volunteer

Situation:

A short case study about a volunteer who was disturbing the work environment and constantly talking to others. The participants explored the issues within this topic to identify barriers and solutions to overcome this situation.

Issues:

We identified that the volunteer wanted to participate but didn't know how, possibly didn't have skills or knowledge of specific role. Other volunteers didn't want to co-operate with this volunteer. The youth worker gave tasks or simple instructions to the volunteer although the volunteer showed little understanding and stood behind others.

Solutions:

The group discussed different ways to overcome this:

- creating clear boundaries, rules
- being confident in discipline
- making them aware about occurring issues
- evaluating the purpose of the volunteering - including goals, responsibilities and needs
- group activities, teambuilding

The group decided that in this case study to go forward and work with them requires mainly improving the relationship and understanding of all the volunteers. The participant who had this specific problem found all of the tips given very useful for future work with volunteers.

Inclusion of refugees

Situation:

The situation showed the lack of inclusion of a group of volunteers had toward a group of refugees during the celebration of a music event organised by Legambiente (Italian NGO).

Issue:

Legambiente and a group of their volunteers organised a musical event in which people close to the organisation were invited to go and spend a nice time. They also invited a group of refugees to the event, who arrived in Italy a few months prior.

The event was very successful and the refugees seemed to have fun, although they were always in their own group and following the instructions their leaders were giving to them. When the event ended both groups, volunteers and refugees, had lunch together and the problematic situation that occurred was that groups were separated and were not having much contact with the other. The group of volunteers were sitting together in the same table, talking between them meanwhile the group of refugees were in another separated table. They were not asked to join the big group and neither were motivated to take part in the activities.

Solutions:

- Be aware in advance about the complicated situations that can occur and try to establish solutions for it in advance.
- Provide volunteers with training in integration of minorities and social inclusion.
- Establish a mentoring technique: one volunteer will accompanied one refugee during the celebration of the festival and will make sure they are feeling included.
- Plan carefully the logistics and practicalities, for example making them sit alternately to avoid the separation of the groups in different tables.
- Develop activities to get to know each other or teambuilding games.
- Empower the refugee group by, for example, asking them to prepare some presentation about their country, culture and traditions.



Very shy participant

Situation:

A shy person wants to participate in group activities, but can't, because they are too shy to do so, making them apart from the group. The youth worker tries to involve them, but other participants are impatient to start the program and are showing their dissatisfaction.

Issues:

The shy person doesn't want to join the group, because they are insecure. However, they want to get involved with the group on their own terms. The leader is distracted by the other participants in the program, who create pressure on the leader and the shy participant too. The leader must balance the attention between the shy participant and the group, who are waiting to get started.

Solutions:

- Try to take the pressure away from the shy person by providing them a task or an extra role in the group, so they can feel involved and more safe.
- The leader can reassure the shy person by telling them that "Everything is an invitation", so they feel more secure about their observing position, and can decide when to join in the activity.
- Spending extra time with them can also help making them feel more accepted.
- In these situations small group activities can help to make the group more close, and to create a pleasant environment that is more comfortable for the shy person.
- Ask the participant about what is comfortable for them and be empathetic. It helps you find out in which situations do they feel more secure, which would advise you which activities to choose to make them feel more comfortable and get involved, e.g. for some exercises without physical contact are preferential.

Religious discrimination

Situation:

The problem occurred in a workcamp. The conflict happened during the meal when a Christian boy verbally attacked a Muslim girl accusing her of demanding special treatment, such as special food, not being included in some programs, praying time, not drinking with the team when partying, having the impression that she causes exclusion within the group. The leader overhears the fight, approaches them, but just observes the fight and doesn't know what to do.

Issues:

The problem is that the aggressive participant is not aware of cultural differences. He feels discriminated and treated differently.

Passivity from the leader's side.

Solutions:

- Elaborate the needs both sides have during the conflict. What does the Christian boy need to feel more comfortable? What concretely causes his feeling of exclusion? Why does the Muslim girl need this treatment that is provided?
- Support the Muslim girl individually, talk to her and try to encourage her be more involved within the group.
- Give both sides a time out and mediate between them once the emotions are on a lower level.
- Involve the whole group: "We are all humans."
- Educate the group about the certain topic - culture, religion, discrimination.



4.
**PRACTICAL
WORKSHOPS
AT LOCAL
SCHOOLS**



This chapter sums up the participants' experiences from the practical phase of the training - the workshops at the local elementary school in Varsány. Varsányi Hunyadi Mátyás Általános Iskola gave us the opportunity to deliver 45-minute workshops with pupils from 3rd to 8th grade. The participants were divided into groups of 4 and their task was to prepare and deliver a workshop and focus on involving everybody in the classroom.

Class: 3rd grades

Target group:

3rd grade students (around 8 or 9 years-old)

Objectives and activities:

We worked as a group to help the 3rd grade children learn language and diversity games. We put together various activities that should stimulate and motivate the children, suitable for ages 8 to 10.

The first activity after the introduction was an energizer that also included some communication in English. After the ice was broken we did a game based on geography. The attention of the children was gained by using visual materials, positive body language and an enthusiastic tone of voice. We introduced ourselves individually, then we showed the children the resources we would be using, placed the posters on the board (with help from my team), described what countries we would be looking at by showing the children some key elements of England, Serbia, Italy and Hungary which included a shape of the country, the flag, the capital city, and a traditional food. A participant from England lead this activity and each subsequent member of the team presented their country.

After, the kids had to match the right capital city to the right country as well as the flag, shape etc. The task was then to sit down together as a group to recall and match the key items with the correct country, taking them and placing them in groups of countries. To stimulate their creativity for the second activity the kids had to draw and to create their fantasy country, with an imaginative flag and name. At the end we all together gave a name to this fantasy world. The activity was an absolute success.

Overall, the activity contained all the aspects of learning - teaching building, creativity, informative, knowledge. They really enjoyed it.

Issues and solutions:

It was a challenge to work with a language barrier. However, we identified that using the correct guidance, body language, eye contact and choosing the right tone of the voice was very important. Maintaining the pupil's attention and focus was also challenging because we were unfamiliar people.

We used English language throughout the presentation. Maybe we could have learned the words for "well done" and "good" in Hungarian. We dealt with this situation by remaining positive although language was a barrier. We wanted to make the children feel comfortable to learn and enjoy themselves at the same time. As a team we each had our own activities (as planned) and it was a success!

The participant who lead the participants during the activity concluded: "I spoke slowly, clearly and in a calm voice in English, using short sentences and asking the children to repeat key words after me all together in a group. I used my finger to point out the image or words and then asked them to repeat after me. The children were shy and embarrassed at first but with continuous praise and encouragement saying "Well done," with a thumbs up gesture, saying "Good," they gave it a try. In doing this they giggled and smiled back at me, giving me the indication they are enjoying the activity and engaged.

Some children constantly wanted to take the item and place it, but I praised them and then encouraged the others to try and have a turn too. Some girls were shy. To get past this, I pointed to their friend and asked them to go together, that worked and they understood and went together. Plenty of repetition of language with gestures, and checking to see if the children were still following the activity was essential."

One team member spoke Hungarian, she was going to translate when help was required, but she was sure that the children understood. She stayed close by in case the rest of us needed support.



Class: 4th grades

Target group:

4th grade students (between 9 and 10 years of age)

Objectives and activities:

The objective was to develop and implement leisure time activities for a group of 15 children between 9 and 10 years of age during 45 minutes to build and create a good atmosphere, have fun, bond and connect more.

The workshop consisted in 7 activities divided into 3 parts:

Introduction:

The aim of these activities is to introduce ourselves and get to know each other, creating first good connections and a relaxed and pleasant atmosphere.

- Name & Movement game.
- Super-heroes powers greeting.

Main activities:

the aim of these activities is to develop and implement 4 leisure time activities with the group to spend a good time together and have fun.

- Dragon, princess, knight.
- Human knot.
- Killer game.
- Fruit salad.

Evaluation:

The aim of the activity is to close the morning session and get an idea on how much the children liked the activities we conducted.

- Car's speed.

What issues came up?

1. Language barrier - the children spoke just their mother tongue and their knowledge of English was very low. The facilitators spoke only English.
2. Shy or withdrawn children. Some of the children were not so active in the group work.
3. Highly active children.

What solution were prepared?

1. Language barrier.

Solutions:

- a) The main solution was a facilitator who spoke the mother tongue of the children and he/she was there to lead and translate.
- b) Using the non-verbal communication (visualisation, performance and showing examples, body language, facial expression) by facilitators who do not speak the language.

2. Shy or withdrawn children.

Solutions:

- a) Mixing the group using different methods
- b) Activities for developing more comfortable atmosphere, to relax children and to include them all, giving them a chance to show their own ideas and to be creative.
- c) Facilitators role was to observe the situation and to note when some children were not included or too shy. The facilitators would interfere in the situation and include them using body language, gestures, non-verbal communication, smiles etc.

3. Highly active children.

The problem in this case was that in the group were too many active children who wanted to participate in the games. Solutions:

- a) Observe and interfere (facilitators were trying to include everyone)
- b) Games that include the whole group, not games with one or two roles

Conclusion:

In our case, we did a detailed preparation which is described here, but we also included 'what if' situations, in case we faced some difficulties and needed to adapt to any situation. Also, we wanted to make the goal realistic, as we had only 45 minutes and we had never met the pupils before.

We met the pupils one hour before the session and we managed to built a connection. They were really interested in working us.

Constructive feedback we got:

- Dividing roles between facilitators (the facilitator who spoke the mother tongue of the pupils was leading the session, so the pupils had a feeling that the other facilitators were only participants).
- Not giving a chance to the pupils to get to know the facilitators from the other countries (sharing language, culture, stories, interests etc).
- Avoiding games that have one/two roles, as it is hard to make a choice when there is a

situation in which many pupils want to participate.

Positive feedback:

- The pupils enjoyed the methods of non-formal education (games, movement).
- Using non-verbal communication was very effective as pupils showed openness. They were comfortable with hugging us and body contact.
- Good preparation of the session and prepared back-up plans in case that the pupils are highly active or too shy.

“

We also included ‘what if’ situations, in case we faced some difficulties and needed to adapt to any situation

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Class: 5th grades

Target group:

Pupils 10 to 11 years-old (we expected 20 pupils, but we had 16)

Objectives and activities:

We had the advantage of our team members being from various European countries and decided to create an imaginary journey between our countries, using a magic travel machine.

The aim was to give information about our countries in ways that were memorable and fun. We had four team members, one of whom has specific experience of working with children of this age in Summer Camps.

We expected that the pupils would enjoy some adventure, magic, special stories outside of their usual experience. They were each given a passport to register their visit to each country and collect a stamp from each visit. We used our travel machine, made from tape on the floor in the shape of a square, as a starting point to introduce everyone and issue travel passes in different colours to identify each of the team's members.

We decided to prepare tasks for each of the countries visited, suitable for the smaller groups, so the task could be more easily managed. We prepared knowledge tasks, physical tasks and creative tasks to widen the appeal of the game and include a variety of skill types and levels.

Our tasks were based around:

1. England – We had a quiz about English culture including the identification of famous people, places, objects and food, with information about the meaning of the flag. This questioned who lives in Buckingham Palace, identifying David Beckham, a favourite food fish and chips and recognising a pillar box for posting letters.
2. Scotland – There was a chance to make the Scottish flag and a chance to identify Edinburgh Castle and other aspects of Scottish culture.
3. Hungary - There was a challenge to complete a puzzle of the Hungarian Parliament
4. Slovakia - Introduced an element of fun and physical activity with a traditional bottle dance.

To conclude, we asked the pupils to share what they had enjoyed and learned and we left a gift of Slovakian treats as thanks for their participation.

We had the help of one Hungarian team member to help with any necessary translation but we were impressed that communication went so well.

What issues came up?

We expected problems with understanding - regarding the language barrier. Also, the original expectation was that we will have around 20 pupils in the classroom, so we were originally ready for larger number of participants.

What solution were prepared?

To solve the language barrier, we used Hungarian native speaker to translate and tried to explain it with hands and body language. At the end we didn't have big problems with English, because the pupils spoke enough for our tasks.

As for the number, we weren't sure of it so we wanted to be flexible with number of pupils in the room (how many members of groups for our tasks...). At the end there were less pupils than expected and it was better option than having an over-full class.

“

We expected that the pupils would enjoy some adventure, magic, special stories outside of their usual experience

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Class: 6th grades

Target group:

Pupils 11 to 12 years-old

Objectives and activities:

Our group was composed of 4 youth workers. In the beginning we debated about the knowledge and the skills that we wanted to share with the pupils. We decided to split the time in three different activities.

The first one was an introduction and also an introduce of ourselves, asking the pupils about their names and telling them our country of origin. The second activity that we prepared for the pupils, was to create a box that contained a real egg. The purpose of the game was to throw the box that contained the egg into mid-air without the egg cracking inside.

The aim was to stimulate young people to be creative and give them the opportunity to work in groups by sharing their knowledge and ideas. For the introduction we explained what the game consisted of by giving an example of what to do and how. We then divided the pupils into pairs, joined by one adult to help. We provided the materials needed to create the box (cardboard, papers, plastic cups, straws and tape).

Already from the beginning the boys were completely immersed in the design, trying to put inside all their creativity, even looking back to take inspiration from others to try and make it successful. When we considered that the boxes were ready we brought the whole group outside next to a bench, placed on a height off the ground, for them to launch their boxes down from above. We advised the pupils to use caution at all times.

As a team we realised that in reality the ultimate goal for them was not to preserve their eggs but to have fun in the creation and exploration of how much force was needed to destroy it.

We can say that on their part there was high levels of participation in the game and not only that, but many of the pupils came up to us after to say that they had a great time.

As a final step before returning inside of the classroom we asked them to take a picture with us. What we can draw from this experience is that the pupils poured heart and soul into the activities.

The objective was to make a test for their capabilities and team-working in a friendly, competitive environment. The third part was a conclusion activity and expected a listening and co-operation game that was formed by three steps:

- 1,2,3 counting on a rota basis in pairs
- Replace 1 with clap, so the pairs are counting clap, 2, 3
- Clap on 1 and replace 2 with jump, so the pairs are counting: clap, jump, 3

The children reacted well to the games and responded with their high energy.

Issues and solutions:

The group of youth workers learned how to approach the pupils and lead activities in a positive, clear and engaging way. The biggest issue the group felt was the linguistic barrier. During the reflection, the group felt they could have improved it by speaking with the translator (who didn't prepare the workshop with them) before the session, so she understands the activities and passes the info correctly and clearly to the young people.

The group managed the class dynamics by observing characters and behaviours and by adapting the tasks and their behavior to the needs of the class.



Class: 7th grades

Target group:

Pupils in 7th grade, +/- 12 years old.

Objectives and activities:

The first activity we did was a short introduction of ourselves and the countries we're from. We spoke in English with a Hungarian translator, so the pupils would acknowledge that we are foreigners, to promote intercultural awareness, and so they can aspire to learn another language. Using a blank map we asked the pupils questions about our countries. The pupils were slightly confused at the start but we helped them by engaging in small group conversations – some of the pupils were more interested than others.

The 2nd activity was an icebreaker activity called Wink Murder. In this, our aim was to encourage communication by maintaining eye contact, and for the pupils to feel more comfortable with us. The pupils enjoyed this activity very much and the atmosphere in the group became very pleasant.

The 3rd activity was called Fruit Salad. The aim was to have fun, for the pupils to be even more engaged, and to include everyone, especially the shy pupils. There were two shy girls in the group and after these activities they became relaxed and were smiling for the rest of the session.

The 4th activity was the Cowboy Game with similar aims to that of the third activity, after which the pupils were in a good mood and were very relaxed with us.

The 5th activity was a Jam session with a guitar. First we asked the pupils questions about the instruments. Then, while one of us played the guitar, another person showed the pupils when to join in, and the third person gave advice about what kind of sounds they can make with their bodies.

We finished by carrying out an interactive evaluation, asking people to line up near one end of the room if they didn't enjoy the session, and another end if they did. All of the pupils said they enjoyed the session.

Issues and solutions:

There were two shy pupils and we were concerned they may not participate or have fun. We

involved them in the activities and one of us always tried to stay close to them. We wanted them to realise they have a choice about whether or not they participate.

One of the boys accidentally hit a girl during a game. He apologised to her, and one of us went up to her to make sure she was OK. We asked the pupils to make a bigger circle so this wouldn't happen again.

“

The pupils were slightly confused at the start but we helped them by engaging in small group conversations

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Class: 8th grades

Target group:

We had 8th grade with 23 pupils who we had not met before. Our activities took place mainly outside. Our group of trainers were formed of 4 people and one of them was a Hungarian native speaker.

Objectives and activities:

Our objectives were creating an inclusive group with our pupils, getting to know each other and giving a basic English language knowledge. Our activities included playing a variety of carefully chosen games.

First of all we played a name game with our pupils. This game consisted of everyone repeating the name of each person three times with a special action decided by each person.

Then we played the treasure hunt game. We asked the students to search for three objects with specific characteristics. For example we asked them to search and bring us three red objects.

After this we played the toxic waste game. We formed 3 groups, each one with 4 participants. Then we created 3 circles with a thick rope and in the middle of it we put a bucket. This one was filled with material which was supposed to be toxic. The groups had to bring these buckets to a larger safe bucket, but without touching it directly and without crossing the circles. We planned penalties for those participants who did not want to participate (star jumps) and for those ones who crossed the circles (five laps of the room).

The pupils managed to finish this game in less time than we expected and the participation in this game was really strong. We had to give some penalties, but even in this occasion the students could clearly understand what the aim of this game was.

After this game we played the wink murder game. We tried to include each participant by choosing different people to play different roles and we managed to include even shy participants.

Next we played a feedback game, which consisted in asking the pupils what their opinion was about all the activities. Each trainer had a paper with a word and the students had to reach the trainer who represented their opinion. As we hoped almost all of them were happy.

Because the weather was cold and windy we decided to move inside the classroom. There, we played one more game: Dragon and Shield.

Issue/problems:

1. One boy who was withdrawn and very shy
2. Language barrier (pupils did not speak English)
3. Timing issue: students finished the game faster than expected, so we had to quickly think of more activities.

How did we solve them?

1. Inviting this withdrawn boy to take part and involving him specifically in games, especially in the wink murder game (we chosen him as killer and he managed to keep his role very well). Of course he didn't speak English so the translation of our Hungarian trainer colleague was necessary.
2. Our Hungarian native speaking trainer helped us to translate everything.
3. The trainers worked together and communicated to quickly come up with more games.

A person wearing a white hoodie and dark pants is bending over to pick up a clear plastic water bottle from a carpeted floor. In the background, there are wooden lockers, some clothes hanging on a rack, and other people. The scene is overlaid with a colorful geometric pattern of triangles in shades of purple, blue, yellow, and green.

5.

**USEFUL
TOOLS**



Matrix method

1) Introduction

The matrix method or the elements of a method a tool for supporting you into defining your method, your usual systemized way of working, so you become more effective and more impactful in your work. This tool is there for you to break down the several parts or elements of your working method and this will give you the opportunity to understand what you do, how and why you proceed as you do in your daily work.

The power of using this tool is that it allows reflecting both on how you work and on how you perceive yourself and the world around. Shortly, it allows you to focus on your personal and professional development, as a parallel process. The more you practice with this tool, the clearer it becomes. So, if at first something might be unclear, my invitation is that you keep working on it.

In the context of this TC the tool was there so that participants could:

- 1) Identify more easily and clearly what they wanted to learn in connection with their own professional background.
- 2) Reflect on how they work and how they perceive their own reality;
- 3) Create baseline or benchmark to which they refer throughout the TC, see where they were standing and decide where they would like to go on a daily basis.

2) Using the tool

2.1) Defining the ground

A) Context

The first thing you have to have in consideration for defining or designing your method is the context in which your work is or will be done.

This means asking yourself the questions: where and with whom?

For example, it is different if you do it in a company with CEOs, in an organization with youth workers, or doing work in the street with teenagers.

What is the culture of this environment or country?

It's quite different to develop work in a Scandinavian country or in Egypt.

In which setting is the work happening? In which physical environment?

School class, outdoors, office, etc.?

What is your role within the context you are working in?

A youth worker in an organization, a coordinator of peer educators, a teacher, a hired person for a short-term project, a camp leader, a volunteer?

B) Theory and practice

Having the context clear, the second thing to consider is the balance between theory and practice. What this means is that throughout the implementation of the whole method you need to check whether your knowledge and theories are fitting your context; and if you have a guiding knowledge behind your actions.

Theories are formulated upon experience and reflection, and give practice a structure. Practice on the other hand, allows the theory to be improved by being implemented. Therefore, they should be in connection with each other. Theory when not fitting reality or the practice, is simply unaligned and counterproductive, making your method out of touch with your working reality. Practice without a guiding theory becomes random and chaotic, and your method loses consistency.

2.2) Identifying and defining the elements of the method

Once the ground is established then it is time to look at the 5 elements of a method: pre-assumptions, statements, goals, skills and working principles.

Pre-assumptions are our own views, opinions and ideas upon something. Behind them there is a core value or belief. They are implicit, meaning they operate automatically at an unconscious level. This makes them hard to identify for ourselves whereas it is easier to identify it on others. They are more easy to identify in situations or events where our values were questioned or brought into focus. Example: Support is essential; Everyone should be equal; Communication has to be straight-forward; You learn from your mistakes; The more skills I have the more employable I become.

Statements or declarations are pre-assumptions which are explicitly formulated. This means through an affirmation we state or declare something about ourselves. The power of doing so is that we define a context for ourselves and give ourselves a direction as well. Example: I am a caring youth worker; I am a change maker; I am valuable member of my community.

Goals, purposes or objectives are what we'd like to achieve with our work, making it the drive of the method. It's ok to start by a general goal – improve access of young people to education, for example – and upon that it's fundamental that we make it S.M.A.R.T., so there is clear and measurable direction. S.M.A.R.T. means: Specific (the more concrete, the better), Measurable (so

that you know you have achieved or not), Achievable (choose something it is within your reach to accomplish, which is realistic), Relevant (something which is meaningful or important for you), and Time-bound (set a time frame for it). Example: During the next year, I will support 3 young people into finding a job. By the deadline of 26th October I will have applied with 1 Youth Exchange for 42 young people coming from 7 countries

Skills are what we need in order to achieve the goals, and they should be fitting into the context of the method. They require two things: knowledge and practice. In order to facilitate a training you need didactic skills (and knowledge). In order to do coaching you need to have skill on how to support people in their changing process. In order to coordinate a project you need communication and leadership skills.

Working principles are the rules and habits we develop for our working context. The do's and don'ts. They are the result of reflecting on our practical experience: we do something once, we formulate an idea upon it, and upon repetition and depending whether it worked or not, we formulate, we define a working principle upon it. To put it in another manner, they are a direct application of our pre-assumptions in connection with our goals, while being an on-going guideline for using our skills. Example: I am available from 9.00 am until 17.00. As a coach I don't give advice. As a youth worker I don't go to network meetings, my time is for youngsters. Meetings start on time.

Though the elements were explained in this specific order, they can be approached from any order. It is fundamental to check if the elements are aligned between themselves, if there is a logical connection, so that there is balance in our method. These elements form a matrix: if you change one all of them will be changed. Or like a fishing net or a spider web, if you touch one part of it the whole structure will shake.

2.3) Developing the method

Having the context, the balance between theory and practice and the elements clearly defined, the method can be put to be developed and put into practice.

For the method to be developed in working manner, with desired results, we have to use systematically and observe the results that come from our actions, to consider them as a feedback. This makes it a dynamic process of applying the method, checking results, implementing the feedback, and so on.

Connected with this, and upon this, there are 2 key factors for developing a method:

Evaluation – looking in a critical manner on how we operate based upon results. If needed, ask for other people to give you their perspective.

Frequency – the more you apply the method, the more quickly you will develop a successful method.



Relaxation sessions

Senses:

It was a calming relaxation what uses the senses in order to focus on ourselves more. It starts with listening to the sounds of nature while smelling pleasant smells for example candles. The participants find comfortable positions and rest for a couple of minutes, simply enjoying the sounds and smells surrounding them. Later on they are given a few pieces of fruit and chocolate, so they can enjoy the taste itself. Then they receive and give massage from-to each other.

Yoga:

It was presented as a progress, what is build up slowly. First breathing exercises, then they get combined with small movements. After that there were some basic Asanas with stretching. If put in this way it can be used as an energizer, improves the body awareness and physical well-being, relieves stress and improves focus.

Chakra dance:

The purpose is to stimulate each chakra by a different kind of movement. 5 minutes to each:

Earth: Participants lay on the ground in comfortable positions on their back and do dance moves to a chilled earth type music.

Water: Participants stand up and go around the place with water like movements, sometimes rolling around each other like waves and jumping making splashing voice to a water type music.

Fire: The participants make fast free dance moves and are shouting at each other to an intense fire type music.

Air: Participants are dancing with a scarf doing light airy movements to a light type of music.

Ether: Participants breathe deeply and are hugging each other, all involved at the same time to an emotional deep breathing music.

Time and space: Participants sit in a circle in a comfortable yoga position and set intentions and goals for the upcoming day while listening to a meditative music.

Maori haka dance:

The participants learned the maori haka dance moves and shouts from a trainer, and practiced it until they were confident in their skills. After that they were divided into 2 groups and had a friendly battle with each other showing their dance at the same time. The louder and more intense group was the winner of the battle. This activity is good to have fun and do something crazy together as a team, also it can make a training more memorable.

The lyrics we used:

Ka mate Ka mate
Ka ora Ka ora

Ka mate Ka mate
Ka ora Ka ora

Tenei Te Tangata Puhuruhuru

Nana i tiki mai whakawhiti te ra

Upane Upane
Upane Kaupane

Whiti te ra

Energizers and team-building games

Changing places

Setting of space: chairs in a circle as much as the people participating. The leader stands in the circle. Participants sitting on the chairs

Rules: The person who is in the center says what he likes/what he did in his life. Everyone who likes/did that as well should stand up and change places with each other. The leader's task is to take a free chair. Whoever is the last becomes a leader.

Hu-Ha-He

Setting: People stay in the circle. The leader is also in the circle

Rules: The leader is making a triangle above the head with his head and moving it into the direction of another participant shouting out "HU". The participant whom the leader was aiming "catches" the move putting his hands up over his head and shouting out "HA". And the 2 participants who stand next to him aim their both hands in the direction of the "chosen" participant shouting out "HE". The action is repeated again.

1,2,3

Environment: outside/inside

Materials:

Participants stand in couples in front of each other. The first begins with counting and says: one. The second says two. Then the first says three. And the second begins with one again. They count only until three and after three begin with one again. After few rounds come to difficulties step by step:

1. Instead of two they can say hello in mother tongue.
2. Instead of one they can clap hands.
3. Instead of three they can jump.

Difficulties we put always after playing a few rounds – step by step.

Greetings

Environment: outside or inside

Materials:

Motivation: We are going to visit some special country, where the people have special greetings for all of professions. It's polite to greet somebody, when we meet him or her.

At first we say to participants, that they must find and choose somebody to make a couple.

Each couple must be with another person and they have to remember this person. With this first

couple they will be forestmen and they exercise forestmen's greeting: couple stands facing each other, they hold hands and make movement with hands like cutting trees in forest. Then we say to participants to find another person for a couple – they will be surfers and with hands make movements showing waves.

Following this they will find third person to make a third couple – they are shepherds and they greet each other as if they were milking a cow: first person puts hands with fingers together and thumbs will be down. The second person catches thumbs of the first person and does movement as if he/she was milking a cow. Then participants will find fourth person: youthworker and they make up their own special greeting. After this preparation starts walking in the new country and meeting of people.

The leader of the game will say something as: We walk around the country and we come to the forest. In the forest is our forestman... And then participant must find forestman (couple person from forestman's greeting) and to greet him/her. Then they walk away, come to the sea, meet surfer, come to meadow to meet shepherd, to city to meet youthworker... We can use different environments for meeting different people... and we play this activity for a time, which we need.

Horseshoe game

Environment: outside/inside

Materials:

We stay in the circle that, we can clap with the hands to our feet. We make movement and voice with hands as running horses. In racecourse we will have some special things with special movements or voices, but still we always do movement as running horses:

- 1, curve to the left – we do movement with our bodies to the left side
- 2, curve to the right – we do movement with our bodies to the right side
- 3, jump – we jump
- 4, double jump – we jump double jump
- 5, water jump – we make movement as to go under the water
- 6, visitors – we do Mexican waves
- 7, photographs – we do movement as taking pictures

Toxic waste dump

Setting: A can of highly toxic popcorn has contaminated a circle approximately 8 feet in diameter. The toxic area extends to the ceiling. If the poisonous popcorn is not transferred to a safe container for decontamination, the toxic popcorn will contaminate and destroy the population of the entire city. The popcorn is estimated to have a safe life of exactly 20 minutes before it explodes. Obviously, there is insufficient time to contact authorities and evacuate the city. Therefore, the lives of thousands of people are in your hands.

Inside the circle you will find two cans. One (unsafe) container that is half full of the toxic popcorn. The other (safe) container is available for decontamination.

Team Goal: You must find a way to safely transfer the toxic popcorn from the unsafe container to the safe container, using only the materials provided to you. For your group, this includes a piece of rope (each approximately 7 1/2 feet long) for each person, and a bicycle tire tube.

Rules: No member may cross the plane of the circle with any part of the body. If this occurs, they must be taken to the hospital immediately (removed from play) and they may not participate in any form from then on. The group is responsible for the safety of all its members.

No member may sacrifice himself or herself to aid in the transfer of the popcorn. No spills are allowed, or the popcorn will explode. Members may only use the materials provided. However, they can be used in any way desired. The popcorn will not spread its toxicity to the safe can, the ropes, the tube, or the instruction giver. The members have no protection inside the imaginary cylinder created by the 8-foot diameter circle.

The safe container may move anywhere in or outside of the circle. The unsafe container of popcorn must stay inside the circle, and not be moved more than one foot from its center. Remember, the popcorn must be transferred within 20 minutes, or there will be a tremendous disaster.

Blindfolded game

Setting: The game is played outside. Participants are divided into groups of 4 or 5 people. Every team has a guide.

Materials per one team: 1 rope 16 m long, 1 bucket (in case of 4 people), blindfolds

Rules: The guides of the teams bring the participants on the spot for the game, read the rules, put the blindfolds. Participants can start discussion of strategy only after they have blindfolds.

Instructions for participants: You will get a rope and a bucket (in case of 4 people, in case of 5 people it's the fifth person). You will need to make an exact square holding a rope behind yourselves. The bucket (fifth person) should stand exactly in the middle of the square. You can discuss the strategy after you get blindfolds.

The rope at the end should be straight and without knots. Take care about each other. Work as a team. For this you have 30 min. If anyone takes out a blindfold the whole team starts the task from the beginning. Whenever participants are ready they take off blindfolds and check the result.



Guess my passion

Materials: papers, markers, flipchart for points

Good activity for first or second evening, when we don't know a lot about other participants. Aim of this activity is to guess special passion of each other.

Rules:

1. We create small teams – 4 – 6 people
 2. Teams will have time to speak about special passions and each member of team will choose one passion of himself/herself (better are as much special passions as possible – not only: dancing, cooking, football, climbing...)
 3. They write one passion on one paper and they must agree on the strategy – to exchange papers with passions or have own passions, because:
 4. Then this small team will go in front another teams and they show this paper with passions – each person with one passion (true or from another person)
 5. Each person from this team can say something about this passion – 2 sentences
 6. Then members of another teams ask one question to one of members from this first team
 7. At the end – all of the teams must guess which passion belongs to each member of the first team, to write it on the paper and when are all ready, people from first team will switch passion to the true passion
 8. Leader of the game will count points of each team: how many passion each team guessed and for the first team: how many passions weren't guess.
- Example: team guessed 2 passions of team with 5 members – guessing team will get 2 points and team, which passion were guessed get 3 points (for unguessed passions)
- End – the team with the most points will win.

The Trading Game

How trade works – who wins, who loses? Our planet is divided: industrialised countries such as the US, the EU states and Japan have a much higher standard of living than countries in Latin America, Africa and the rest of Asia. One of the things that maintains and increases the gap between rich and poor is a global trading system that helps strong, well-organised countries more than poor ones.

The Trading Game tries to show how trade actually works, who benefits and who loses. It aims to help players understand clearly how trade affects a country's prosperity. Although it can provide only a simple outline of some very complex relationships, one of its aims is to demonstrate the basic issues that determine them.

Summary of the game

- Participants role play different countries or country groups.

- Each group manufactures products from raw materials, which are represented by paper shapes of different values.
- Groups sell their products to the banker. Each group aims to make as much money as possible.
- While manufacturing and trading occurs, the game leader can change the terms of trade and create new trading situations, which reflect real-life situations.
- The new terms of trade affect the way countries trade, either by stimulating an increase in trading or restricting a country's manufacturing capacity.
- When manufacturing and trading is finished, the game leader should guide a crucial debriefing discussion. Players express their feelings and experiences, understand how their role reflected real-life world trading systems and explore the morality of international trade.

Who can play? The trading game is designed for players aged 14 years and older, although it can be adapted for younger children. It is suitable for a group of 15 to 30 players; if your group is larger, run two separate games simultaneously. The rules and skills required are simple, so the game can be used with a wide range of abilities. It is suitable for schools (see www.christianaid.org.uk/learn for curriculum links) youth groups and adults.

When to play? The trading game can be played at the beginning of a programme, such as a series of lessons or a one-day conference, as a way of getting people interested in international trade issues. But it is also useful for a fun summary after a single session. It will help discussion after the game if the players have some background knowledge of the differences between rich and poor nations.

Aims of the game:

- To illustrate how trade can benefit or hinder the economic development of different countries or trading blocs.
- To explain how trading relationships work.
- To enable players to experience the unfairness of unequal trading relationships.
- To generate interest and discussion about the world trading system in an enjoyable and non-academic way.

Equipment

For six groups you will require:

- 30 sheets of A4 paper – plain and all the same colour
- 20 home-made £100 notes (see additional info cards)
- 2 sheets of coloured, gummed paper, 10cm x 10cm
- 4 pairs of scissors
- 4 rulers
- 2 compasses for drawing circles

2 set-squares

2 protractors

12 lead pencils

1-2 large sheets of paper for diagram of shapes and rules (see additional info cards)

It is also useful for the organiser to have some spare equipment – especially extra pencils and paper for emergencies. The paper can be the same as the 30 sheets listed above or of a different colour for a discovery of a new resource situation (see item 2 on the create new trading situations card). It is also good to have paper on hand to use for passing messages.

What you will need:

- Time

• At least one hour for the game and discussion; for a well-informed group, allow up to go minutes.

Space and furniture

• A room large enough to accommodate a minimum of four and a maximum of six groups of between four and six players. Leave plenty of circulation space between the groups. Most classrooms are just about large enough if the desks or tables can be moved around, but ideally use a small hall.

• Each group needs a table or desk as a work surface; a chair or two would also be useful.

• The organisers need a table or desk, and a board or uncluttered wall surface for sticking up posters.



Inputs from open space

Sensory Activities to use in Outside/Natural Spaces (by Nicola Lynes and Richard Fedorko)

Nicola and Richard introduced some useful exercises to use in outdoor spaces around the idea of sensory connections.

Colour Match

Invite participants to match a colour from their clothing to a colour in the natural outdoor space. Objective reminds participants that all colours originate from nature and are replicated by humans artificially. It is also a useful activity to improve observation, for example not all greens are the same shade!

Solo Space (Sit Spot)

Go outdoors, e.g. local park, any outdoor space, ideally with woodlands. Ask group to find their own individual, separate space and each member stands or sits in their personal space without talking for up to 5 minutes.

The idea is to invite the participants to listen to the sounds in the outdoor space, e.g. they will likely hear the noise of birds, wind, leaves or distance urban noises. They may also notice their other senses, such as the feel of the wind on their skin, the softness/hardness of the ground beneath them. Bring the group together to discuss experiences.

Find Your Tree (Meet a Tree)

Pair up participants into couples.

One is blind folded.

The partner gently leads the blind folded partner to a nearby tree.

The blind folded person should feel the tree, feel for the shape etc.

The partner leads the person back to the starting point.

The objective is for the blind folded person to identify their tree by recalling the shape when they felt it.

Swap partners over.

Ensure that the leading partner takes care of their blindfolded partner!

Exhaling Run

Participants all stand in a line together facing forward.

Every participant when ready, should intake a deep breath and run forward while shouting out

loud. They have to stop running when they run out of breath.
You can introduce competition by identifying who has ran the furthest.
The objective is fun and releasing energy and sound in the open space.
This can work well for groups who need to release energy, but also to increase the energy in quiet groups!

Natural Art

Participants can work alone or in groups to create an art piece using the natural materials they find. They can make a pattern, or a picture which represents their experiences in the session if used as a review activity.

Acro Yoga (by Viktória Vígh)

Viky led some basic yoga postures and positions beginning with a warm up, followed by some sun salutations and then some practice positions in acro yoga - see the pictures. It is very good technique for active relaxation and if you're confident in it and able to prepare a safe environment among participants, these activities are very good for trust building and bonding the group.

EVS + Henna (by Majka Horníková and Taz Mukhtar)

Taz spoke about her specific experiences with her EVS in Hungary and EVS in the UK, whilst doing henna and Majka discussed the background and logistics of EVS. For more info please see website: https://europa.eu/youth/Eu/voluntary-activities/european-voluntary-service_en

Last, but not least

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Credits:

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