



Reach Out
Erasmus+ Training Course for
Youth Workers
Manual

Partner Organizations



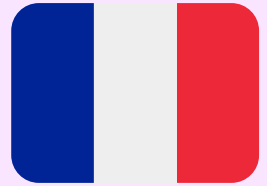
NETHERLANDS

The Grunn Connection



TURKEY

Simas Eğitim Kültür ve
Spor Derneği



FRANCE

Erasmus Free Minds of
Royan



CURACAO

Stichting F.E.L.I.S Curacao



GREECE

IASIS



SWEDEN

CCBE



GERMANY

The Grunn Connection
Germany



HUNGARY

Tudatos Tervezesert
Egyesület



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of the European Union

1. The Project

The aim of the project: The aim of the REACH-OUT project is to improve competences of youth workers to specify unique needs, challenges and strengths of immigrant young migrants and refugees and provide necessary training for integration of them into society through NFE personal and professional development activities.

The objectives:

The objectives of the project is as follows;

- To help youth workers better understand the inclusion of young refugees and young people with migration background and its challenges
- To support the exchange of good practices in the field of inclusion of young refugees and young people with migration background through youthwork
- To equip youth workers with methods and practical knowledge for inclusion strategies to improve the quality of youth services developed for refugees and young people with migration background.
- To provide grounds for developing new local activities for inclusion of young refugees and young people with migration background through cooperation of youth workers
- To create and build a network of NGOs into innovative youth work practices for learning, experience sharing and promoting good practices.
- To inform youth workers about the functions of Erasmus + programs in solving the common problems of the European

2. Participants and Activities

There were 32 Youth Workers from 8 partner countries who wanted to improve their competences in youth work to contribute inclusion of migrants/asylum seekers by designing and providing tailored-made youth work activities.



FIRST DAY



Ice breaking and team building activities were held for the participants to know and trust each other. Then participants made presentation about Erasmus +, Youth Work, ETS Competence Model, Youthpass. As well, participants expressed their needs, expectations, possible contributions regarding the training and learned how to fill the learning diary based on the eight competences. In the last session they learned about works of partner NGOs.



SECOND DAY



On the second day participants were divided into four groups and will be given the cases of a refugee situation, asylum seeker and immigrant and they did role playing to solve given case. Later they presented their organizations' educational activities inclusion of young refugees and young people with migration background. Afterwards participants were informed about the Non-Formal Education Concept and its usage in youth work context in participants countries by trainers



THIRD DAY



The participants were asked to work on reasons of economical and social isolation of Migrants and Refugees in Europe and educational solutions for economical and social integration of them on the society and then they started to design 8 activities.



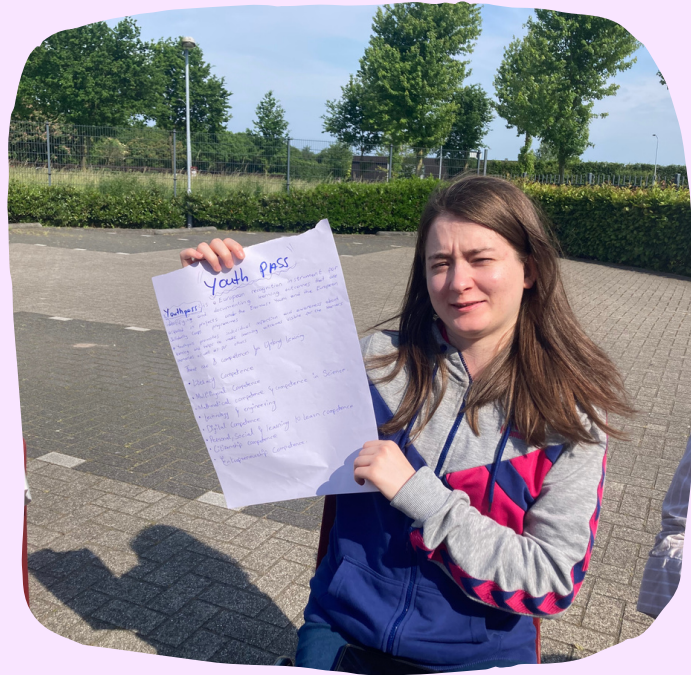
FOURTH AND FIFTH DAY



On the fourth and fifth days, each group conducted micro-sessions and then other groups will evaluate and provide feedback to improve



SIXTH AND SEVENTH DAY

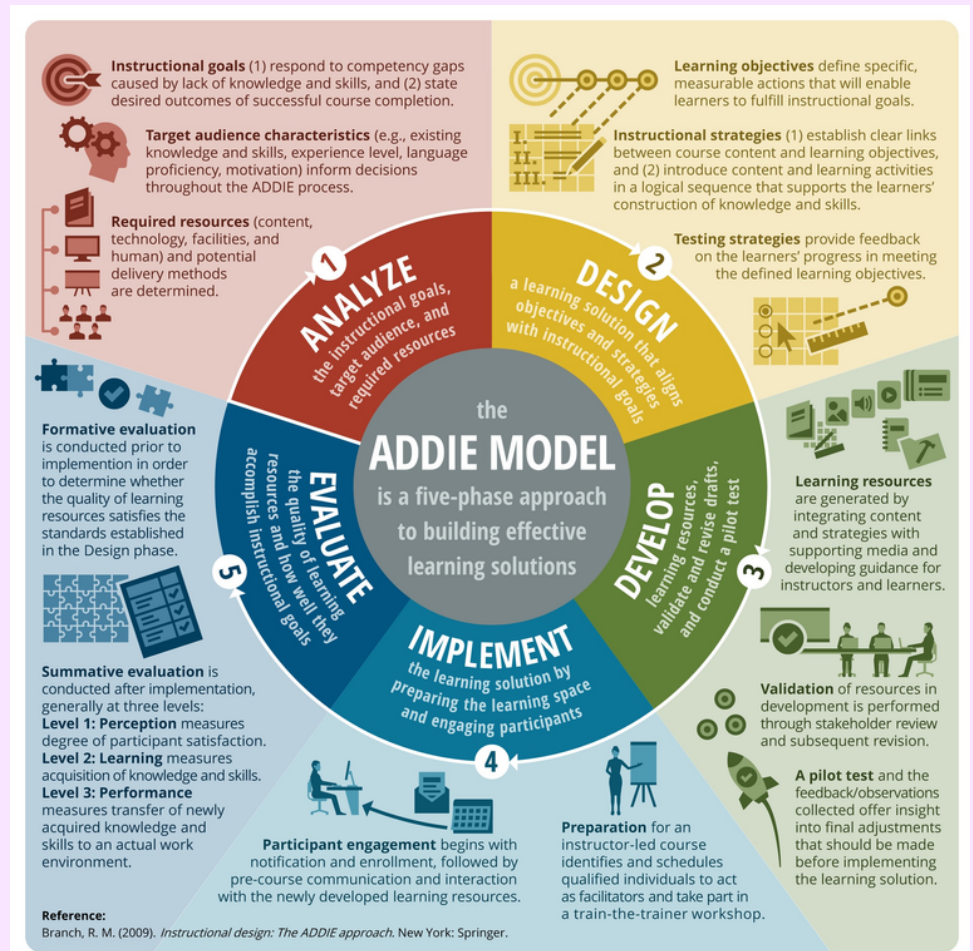


On the sixth day, participants created toolkit and on the seventh day participants made presented about Erasmus+ program and its key actions and then created new project ideas After that they made final evaluation and presented the toolkit.



3. New Activities Designed By Youth Workers

In order to improve youth workers' competences about designing NFE activities, they learnt ADDIE instructional model



Then youth workers reviewed **Gagne's Nine Events of Instruction** which enables youth workers to design effective instruction.

Activity 1

Need: Emigrants or refugees are looking for jobs and they don't have a CV. Maybe they never did it before. The standard of CV in the country is different.

Target Group: 18 and older (Refugee or emigrant)

Objectives: Learners will be able to write a professional CV that highlights their skills and experiences for job applications

Materials: Pen, Paper, Whiteboards and Markers, handouts and samples of CVs and Templates. Computers with internet access (Bring your laptops)

Instructional Plan:

1. Gain the attention of the learners: The instructor will introduce themselves and establish a welcoming and inclusive environment. Participants will familiarise themselves briefly, sharing their names and any previous experience or challenges they have faced in CV Writing.
2. Inform students of the objectives: Objectives will be explained.
3. Stimulate recall of prior learning: The instructor will show CV formats (chronological, functional, combination) and ask whether they know them or not and let them give an answer
4. Present the content
 - The instructor will teach the essential sections of a CV (in this case we are using the EUROPASS Standards).
 - The instructor will provide step-by-step instructions

Activity 1

5. Provide learning guidance:

- The instructor will ask questions in a way that facilitates answering of the questions. A group discussion on tailoring CVs to specific job applications, emphasizing the importance of aligning skills, experiences, and keywords with the job requirements.
- Students will work in small groups, analyze job descriptions, and discuss strategies for customizing CVs accordingly. They will share their findings and insights with the larger group.

6. Elicit performance (Practise):

- Students will take their own materials, laptop or paper and begin formatting a CV using a preferred software/application (e.g., Microsoft Word, Google Docs).

7. Provide feedback:

- The instructor will explain the importance of peer review and provide guidelines for constructive feedback.
- Learners will pair up and exchange CV drafts for review. They will provide feedback on content, formatting, and overall effectiveness, using specific criteria provided by the speaker.

8. Assess performance:

- The instructor will read the CV and assess the performance.

9. Enhance Retention and Transfer:

- The instructor will design a short quiz covering key concepts and principles of CV writing.
- Learners will individually complete the quiz, allowing them to assess their comprehension and identify areas that may need further clarification or reinforcement.

Activity 2

Need: Emigrants or refugees will get to know each other characteristics.

Target Group: 18 and older (Refugee or emigrant)

Objectives: Learners will be able to learn about other cultures better and to know each other, this shows inclusivity.

Materials: Pen, Paper

Instructional Plan:

1. Gain the attention of the learners: The instructor will introduce themselves and establish a welcoming and inclusive environment. Learners will familiarise themselves briefly, sharing their names.
2. Inform students of the objectives: Objectives will be explained.
3. Stimulate recall of prior learning: The instructor will ask participants to sit in a group of 2. Later the instructor will ask them to write down 2 characteristics of each other.
4. Present the content
 - The instructor will ask them to sit in groups.
 - Each learner will have a 1-minute talk with the other. Mentioning two distinct characteristics of each other.
 - Don't mention the characteristics directly
5. Provide learning guidance:
 - The instructor will ask questions in a way that facilitates answering of the questions. A group discussion is done.
 - Participants will work in small groups, and analyze each other well.
6. Elicit performance (Practise):
 - Learners will take their own materials or paper
7. Provide feedback:
 - The speaker will explain the importance of peer review and provide guidelines for constructive feedback.
8. Assess performance:
 - At the end of the activity, the instructor will ask questions about the performance in a Q and A-based approach.
9. Enhance Retention and Transfer:
 - The speaker will design a short quiz covering key concepts

Activity 3

Objectives:

- They will be better at discussing various cultural topics, participants can learn about traditions, customs, cuisine, art, and other aspects of different cultures, fostering a greater understanding and appreciation for cultural diversity.
- They will be better at active listening, asking questions, and sharing perspectives, participants can develop empathy, tolerance, and open-mindedness towards diverse cultural practices and beliefs.
- They will be able to engage in active communication and active listening. By practicing effective communication skills, such as articulating ideas clearly and respectfully, participants can improve their ability to express themselves and understand others in a multicultural setting.

Materials:

- Chairs
- Tables
- Facilitator
- Paper
- Pen

Process for Facilitators to read:

1. Tables and chairs should be put in place. There should be two chairs placed opposite to each other.
 2. There will be 6 prompts. Prompt papers should be prepared writing instructions below and placed on top of the tables.
- Marriage prompt: Here are some marriage traditions in different countries. Read them and give an example from your country:
In Lebanon, the wedding celebration, known as the Zaffe, gets off to a rowdy start with music, belly dancing, and shouting at both the groom's and bride's homes courtesy of the couple's friends, family, and, occasionally, professional dancers and musicians.
A typical Syrian Muslim wedding starts off the festivities with a 'Khetbeth' ceremony. The ceremony is held to commemorate the engagement between the bride and the groom. The auspicious ceremony also marks the fulfillment of offering the amount of 'Ktab' by the groom to the bride.

Activity 3

- Hospitality prompt: Here are some examples of the ways of how people from different countries show hospitality. Read them and give examples from your country.

In Syrian culture, If you are offered something, decline the gesture initially before accepting after the host has insisted. This exchange is polite; the person's insistence to extend the invitation shows their hospitality and one's initial refusal shows humbleness.

In Lebanese culture: You need to greet elders first. Lebanese table manners are relatively formal. Wait to be told where to sit. Table manners are Continental, i.e. the fork is held in the left hand and the knife in the right while eating.

- Religious festivals prompt: Here are some examples of religious festivals celebrated in Islamic countries. Read them and give examples from your country. Islamic New Year (Muharram), Birthday of the Prophet Muhammad (Mawlid al-Nabi) Holy Month of Ramadan.

- Cuisine prompt: Here are some examples of dishes from different countries. Give examples of popular dishes in your country.

Kebab Halabi from Syria: It is known as kebab halabi, or Aleppo kebab, but the dish is more widely known as kebab hindi, a simple ground beef kebab baked with a tomato-onion reduction. This version calls for adding a bit of onion to the meat mixture for moisture, and sumac to the tomato sauce to give it a kick. It's a great 30-minute meal, best served with vermicelli rice.

In Lebanon, well-known dishes include baba ghanouj, tabbouleh, sfeeha, falafel and shawarma. An important component of many Lebanese meals is hummus, a chickpea puree dish, and many dishes are eaten with flatbread. Well-known desserts include baklava, sfouf and ka'ak.

- Traditional clothing prompt: Read the given examples and find of your own: Traditional Syrian male attire is the long gown called a "kaftan." Women wear long robes that cover everything except hands and feet. Men and women wear head wraps.

In Lebanon, the sherwal (baggy trousers) is the surviving traditional dress of Lebanon. It is the most prevalent and practical garment among villagers and mountain people. The richer the wearer the wider is his sherwal and the more fullness it contains to pleat in at the waist.

Activity 3

- Language prompt: Here are some interesting facts about the Arabic language. Read it and share your knowledge about your native language:

Arabic is the official language of the 22 countries that form the Arab League. There are more than 300 million Arabic speakers across the world, though they predominantly live in the region stretching across the Middle East and North Africa. It is also one of the six official languages of the United Nations (UN).

- Participants must take a seat and read the instructions on the prompts and let them have a conversation about it. They need to give examples from their countries.
- Facilitator must walk around and make sure that they are talking about the prompt given to them. After one prompt is fully discussed, participants must change tables and start reading other prompts.
- Let participants write down some questions related to what they have talked about before and ask the other participant these questions.
- Give feedback on participants' success rate with these questions.
- Let participants talk about these 6 prompts regarding how each one of them relates to their own culture and give more detailed examples.

Instructional Plan:

1. *Gain the attention of the learners:* Play music using speakers Here are some recommended ones: Nour el ein- Amr Diab, Burning Daylight - Mia Nicolai
2. *Inform students of the objectives:* Explain the objectives through a presentation using a laptop and a projector. (Presentation must include the objectives written above)
3. *Stimulate recall of prior learning:* In the prompt papers, some examples should be given related to participants' home countries, so that they can relate to their prior experiences and backgrounds.
4. *Present the content:* Facilitator must explain the process which is written above.
5. *Provide learning guidance:* Facilitator must walk around and make sure that they are talking about the prompt given to them. After one prompt is fully discussed, participants must change tables and start reading other prompts and learn from other participants.
6. *Elicit performance/Provide feedback/Assess performance:* There will be a quiz game. Participants will write down some questions related to what they have talked about before and ask these questions to the other participant. The facilitator can give feedback to the participants regarding their success rate with the asked questions.
7. *Enhance retention and transfer:* Participants will give a speech on these 6 prompts regarding how each one of them relates to their own culture and give more detailed examples.

Activity 4

Objectives:

1. The participants will be able to discuss cultural topics from different perspectives which allows participants to develop perspective-taking skills. They can learn to see the world through the eyes of others, gaining insights into different worldviews, values and traditions. This can foster empathy and help participants challenge their own pre-conceptions and biases.
2. They will be better at active listening, asking questions, and sharing perspectives, participants can develop empathy, tolerance, and open-mindedness towards diverse cultural practices and beliefs.

Materials:

- Computer
- Projector
- Tables
- Chairs
- Traditional clothing(Related to the host country)(N.B: sizes should be taken before hand)
- Music or speakers
- Flip charts
- Mobile phones

Instruction plan:

1. Ice breaker game or energizer

(Energizer; The teams come together in a circle, The players expose their hands in front of them, outstretching their hands. The players give out their hands to others arbitrarily. The rules are as follows; +It is forbidden to hold hands directly with the person on the right or the left and the person directly opposite. +In a random way, everyone is tied to each other with their hands, it is forbidden to let go of the hands during the game. +The game starts when the leader feels the rules are respected +When the players start the game and create a random formation, the game finishes when the players move around and untie their hands to form a circle. +Participants must move without letting go of their hands. +Time is limited and no more than 12 participants can play).

Activity 4

2. Play a video that includes stereotyping about a country like this video mentioned here: (https://youtu.be/8OTuc_2JGEE), (<https://m.youtube.com/watch?v=Lq5BbpW0YPM&pp=ygUqU3RlcmVvdHlwZSBhYm91dCBOZXRoZXJsYW5kIDVtaW51dGVzIHZlZGlz>).
3. Start explaining the content of the activity after dividing them into groups of 5:
4. The content: the group of learners will start by making a play of one of the things they learned about their host country(Ex:Netherlands). This act will be 15-30 mins maximum and has to include all of the group and has to include their perspective of a part of the daily life of a dutch person and they can use the clothes provided by the instructors. They have to create characters as well (For example: A person in a coffe shop, a wife, a son, a person walking in the street....etc)
5. The play should be acted out in the specified time and it should address a clear stereotype or learning about the culture they are trying to immerse themselves in.
6. Participants will have 15 mins to make the play and assign the roles.
7. Judges from the instructors will be assigned to give scores on over all act, other learners will provide feedback on what did they learn or noticed in the play.
8. Assessing the performance of the learners will be done by the judges and the winning team with the most clear performance will be awarded the traditional clothes they were wearing to help them take a piece of the culture with them.

Activity 5

Need: The group of immigrants that recently came in our country were mostly families with young children. Youth Organizations are working to help fill up the gaps in order for them to integrate within the community. However, the language barrier is a hinder for proper integration into the community. Therefore, with the objective of counting from number 1-10 and from 10-1 in the target language, following project will be executed

Target group: 4-8 years

Objectives: Learners will be able to count from number 1-10 and from 10-1 in the target language

Materials: Card Activity ;

- Number 1-10 cards
- Play ground

Instructional Plan

1. Gain the attention of the learner: Instructor will show a video with counting from 1-10 (<https://youtu.be/DR-cfDsHCGA>) encouraging the children to sing along

2. Inform students of the objectives: objectives will be explained. At the end of this afternoon meeting the children will be able to count from 1-10 in the English language.

3. Stimulate recall of prior learning: instructor will hold the number card mentioning the number in English one after the other and learners will say out loud the number in their language

4. Present the content:

Instructor will organize the number cards in sequence from 1-10 on the floor as shown in the picture (Hop Scotch).

- Organize the learners in a line one behind the other in front of number 1 on the floor. Each learner will jump with two legs on each number in sequence 1-10 calling the number loudly in English and when they reach 10 they run back in line. The next learner should wait till the other is back. The same activity will be repeated but now learner will jump on one leg from 1-10 and run back again in line. Following exercise, instructor will organize the learners in a line one behind the other in front of number 10 on the floor. Each learner will jump with two legs on each number in sequence 10-1 calling the number loudly in English. When reaching number 1, each learner will run back in line to start by jumping on one leg from 10-1 and run back again in line

Activity 5

5. Provide learning guidance: instructional support during the game i.e. instructor helps learners count to 1-10 and 10-1 and encourages counting with loud voice.

6. Elicit performance (practice): half way the activity, the instructor asks reflecting questions like: what will help you remember the numbers? By shouting the numbers out loud

7. Provide feedback: Instructor shares candies with the learners, each gets different amount (from 1-10). The learners should tell the instructor how many candies they received in English. Let peers help each other. In the end the candies will be equally divided.

8. Assess performance: the instructor emphasizes the fun in learning and the results of the activity for further encouragement

9. Enhance retention and transfer: Repeat performance if time permitted

Activity 6

Need:

The group of immigrants that recently came in our country were mostly families with young children. Youth Organizations are working to help fill up the gaps in order for them to integrate within the community.

However, the lack of knowledge and skills regarding vocations is a hinder for economic opportunities to integrate into the working community. Therefore, with the objective of equipping individuals with specific knowledge and practical skills the following project will be executed.

Target group: women 18-26 years

Objectives: learners will:

- Be knowledgeable on specific practical skills about sewing
- be able to sew any material

Materials: sewing

- Hand sewing with all necessities
- Venue, hall, space basement
- Blackboard
- Fabric scissors



Instructional Plan

1. Gain the attention of the learner: patterns will be shown, end product <https://sewing.com/basic-hand-stitching-techniques/amp/>
2. Inform students of the objectives: objective will be explained
3. Stimulate recall of prior learning: asking what they know of sewing
4. Present the content: link of the video <https://youtu.be/ZvzMMcKHVR4>
5. Provide learning guidance: instructor guide them through the basic process of sewing <https://sewing.com/how-to-sew-by-hand/>
6. Elicit performance (practice): learners are provided with the necessary material for practice ;cloth, needle and thread -hands on
7. Provide feedback: guide the process with encouraging words and directional instructions
8. Asses performance: the results are presented
9. Enhance retention and transfer: collaboration with different governmental projects.

Activity 7

Stranger danger

Reason: isolation due to xenophobia

Solution+Need: socialization

Activity method: Ice breaker, buzz groups

Target group: Migrants

Objectives :

- break the cultural barrier
- stimulate empathy
- enhance understanding
- connect people
- facilitate socialization
- raise awareness about xenophobia

Materials:

- personal items
- facilities
- refreshments
- presenter to observe and give feedback

INSTRUCTIONAL PLAN

Catch attention with a theatrical play:

(The play should be played by the ones giving the instructions)

A youth migrant customer enters a coffee place where (s)he is not welcomed in a friendly way but rather in a hostile way from the native barista. Due to the latter, things heat up between the migrant customer and the native barista. Then, the play STOPS and the youth worker pops up/intervenes into the STORY, explains how the issue of xenophobia can be tackled and sets up the rules of the activity.

Rules:

- separate everybody in groups of two.
one native (PERSON A) and one migrant (PERSON B)
- they sit together at a table, couch (or wherever they prefer)
- they exchange two valuable items and share the backstory of them
- after the exchange we bring everyone together in a circle
- each person shares the story of the items (s)he collected from another person to the whole group. (this will be done from the other person's perspective). During this process the instructor gets the feedback.

Activity 8

FlipoLingo

Reason: language/communication barriers

Solution: linguistic game/ interaction

Need: enhance language skills

Target group: migrants

Objectives:

- Socialize
- Develop language skills
- Increase cultural exchanges
- Facilitate communication
- Finding similarities

Materials:

- Facilitations & Refreshments
- Dictionaries
- A presenter of the activity

Instructional plan

- The presenter will describe the activity by giving an example with two candidates
- The presenter will inform the students of the objectives
- Instructions: Divide the group in groups of two people with different language

Both people has to exchange 4 words in their own language with each other. And find the similarities in the two different languages. After that the two candidates choose 2 words of their own language and combine it with two words of the other language. So in total they would have 4 words consisting of two different languages. After combining there words, they have to find out together how to pronounce those words in Dutch. And at the end they will exchange with the whole group what words they learn in the other language and it Dutch. By doing this we will get the feedback we need to determine what the participants have learned.