Training Manual

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On volunteer-based
interventions
with vulnerable groups

Based on the implementation
of the project
TeamWorks for Solidarity
in Lesvos by ELIX

Contents

Introduction

This document is a collection of learnings from the implementation of a volunteering teams project by ELIX, focusing on volunteer-based intervention with vulnerable groups. It aims to serve as a training manual to enable others to learn from and build on our project. It contains detailed descriptions of methods, activities and tips. This manual is informed by and builds on the evaluation of this project.

The project

Project duration: 15/06/2021 - 15/12/2021

The project is co-funded by the Council of Europe through the European Youth Foundation, and the European Solidarity Corps. It aimed to address the 2019-2020 priority 3, adopted by the Committee of Ministers on "Inclusive and Peaceful societies" and it was more specifically targeting a vulnerable group of young people, asylum seekers and refugees in the island of Lesvos.

The main activity of the project consisted of a weeklong focused training for youth/social workers, with limited experience but big willingness to support non-formal education and psychosocial support for this vulnerable group.

The activity took place from 08/09/2021 to 22/09/2021 and was structured in 2 distinctive parts:

- one-week training activity embedded and implemented the basic principles of non-formal and intercultural education as well as experiential and informal learning,
- volunteering and solidarity activity planned in the field in cooperation with our staff and partners on the island.

The training was based on non-formal education methodologies that enabled participants to develop their competences and be able to act in solidarity and service for the local community and especially with vulnerable groups.

Background of the Project

After the devastating fire in Moria, in mid-September 2020, a new site in Lesvos opened to host at around 7000 refugees and Asylum Seekers. ELIX from the end of September, with the support of UNICEF provided Non-Formal Education to children 5-17 and capacity building to parents for supporting their children to learn their mother tongue. The living conditions in the new RIC are not even close to ideal and the infrastructure for the educational area has not been set up yet. ELIX team (educators and coordinators) in the island provided mobile outdoor educational activities for Greek, English and Science in small groups of children (up to 10 children) apart from the days of extreme weather conditions. At the same time, ELIX provided Greek and English lessons to a group of young women (15-29) outside of the site hosted by ELIX partner NGO Team Humanity.

The young asylum seekers and refugees that we address our intervention are in need of a holistic project of integration.

The participants, after receiving high-quality training adjusted to the needs of such work, were then deployed and implemented several activities with the target group.

Apart from the above-described needs of the target group, please find below the wider scope needs:

- Youth/social workers often lack of competences necessary in order to work with vulnerable groups of young people,
- Lack of documented methodology for the proper preparation and training of youth/social workers undertaking such activities either as volunteers or as staff,
- Lack of awareness of the situation in the islands of Greece where refugees are "trapped" under very hard conditions.

Profile of Participants

The main criteria for choosing the participants were their motivation, their desire to be an engaged citizen for themselves and others and their readiness for a common work, based on exchange, cooperation, and communication.

The volunteers' profile had a great impact on the formation of the team. The participants were young people (18-30 years old) from European countries, who had some or wished to obtain some working experience with refugee populations and had some or wished to have some working experience in the field of education. As it turned out, they were a quite heterogeneous yet cohesive group of people who complemented one another, each contributing to the team in a unique way.

Profile of Trainers

Alexandra Kamaretsou is working as Teacher (Greek, English, Math) in projects which ELIX has partnered with UNICEF, specifically targeting young asylum and refugee seekers since 2017. She is involved in ELIX non-formal education trainings and has participated herself in various trainings in child protection, intercultural education, etc.

Ourania Tsiakalou has been working as an English Teacher and Team Leader in projects which ELIX has partnered with UNICEF, specifically targeting young asylum and refugee seekers since 2017. She is also involved in ELIX non-formal education trainings.

The trainers' profile constituted an important factor that affected the success of the intervention. They are two teachers with considerable working experience in the field of non-formal education provided to refugees, who also have the skills, knowledge and experience required to plan and carry out a training, compile this training manual, as well as to provide the participants with any kind of practical and psychological assistance needed -mentorship- thanks to the similarity of the role of the youth trainer to that of the teacher.

Both of them had already worked in Lesvos RIC, were familiar with the setting and the conditions and able to introduce the team to this setting and provide them with all the information necessary before the intervention.

Training Manual

DAY 1

Session 1.1

Welcoming, Introduction and warming up Activities [9:00 – 10:30]

It is fundamental, in our opinion, to start a training with introductions. Giving sufficient space and time to all members (trainers and participants alike) to get to know each other helps them both on an individual and on a group level and it highly contributes to the quality of later training outputs. The introduction circle involves ice-breaker activities and interactive games facilitating connection, establishing a safe space and promoting team-spirit for further action.

Participants are explained that a more experiential learning approach will be applied.

Names & Characteristics [21'][1]

Participants are invited to write their names down on a paper, and from each letter of their names to think and write a characteristic that describes their personality/character, (e.g., CARL: calm, ambitious, reliable, loving). [5']

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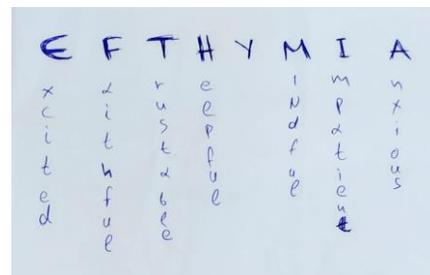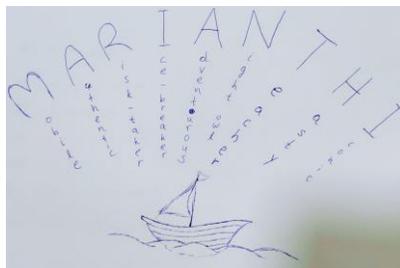
[1] The indicated time in each activity is indicative and it can be adapted according to each group's needs.

Then, participants are invited to walk around the space, meet at least five people and have a conversation about their names with each other. [10']

To finish the activity participants and trainers return to the plenary and devote some minutes discussing their impressions on the activity and if (and what) they found interesting regarding the team's choices. [6']

This game facilitates interaction among participants and establishes some first steps for effective communication.

Walking Activities [33' in total]

In this part, a great variety of walking activities can be included. The duration of each one is set approximately below, and it can be adapted according to the group and its needs. Participants are invited to stand up and start walking in the space. At first, they moved freely at their own pace.

Note 1: The order of the suggested walking activities can vary and it can be adapted.

Note 2: If in the team there are participants who cannot take part in the walking activities for some reason, for example in the case of mobility difficulties, the trainers can be flexible and adjust the activities regarding participants' needs. Adaptation could involve observation on the part of participants, who could take some time for expressing their thoughts at the end of the activity.

Note 3: Trainers[2] may take part in the walking activities as well in turns, while one will co-ordinate and give the instructions. If the flow of activities is not impeded both coordinators may take part in the activities.

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[2] In case there are at least two trainers.

'Stop and Go' [2']

Participants walk until the coordinator says 'Stop' when they freeze. They start walking again when the coordinator says 'Go'. The activity could be even funnier, if 'Go' is used for freezing and 'Stop' for walking.

'Walk in different ways' [7']

Participants are invited to walk in seven different ways:

i)   In big steps
ii)   In small steps
iii)   As if walking into the water
iv)   As if walking through the mud
v)   Hop on one foot
vi)   Walking backwards
vii)   Adding a strange new movement

'Led by one body part' [2']

Participants walk as if they are pulled by one body part, for example a participant may choose his/her nose, his/her heel, his/her stomach. Some participants may stop and try to guess which body part the invisible thread "pulls".

'Keep equal distance' [2']

At this activity each person tries to always keep equal distance between two other people s/he has chosen while walking in the space without them knowing. This activity has as a result to make each person feel comfortable among the large group of participants.

'Bombs & Shields' [3']

This activity is a variation of the previous one. Now though, while walking each participant should 'mark' one person as a shield and one as a bomb, and she/he should take care of having the person she/he chose as the shield between herself/himself and the person who chose as the bomb. The coordinator may stop the flow of the activity to ask about participants' bombs and shields' choices.

'Close the Holes' [3']

Now trainers invite the participants to walk all around covering the whole space by closing the 'holes' in a way that people are homogeneously spread in the space.

'Create groups of two, three, four etc." [3']

Every time the coordinator says 'Stop' participants form groups of two, three, four etc. people respectively.

'Fruit salad' [5']

Participants sit down in a circle. The coordinator assigns a fruit name to each participant in turns. For example, participants 1, 4, 7, 10 are strawberries, participants 2, 5, 8 are apples, participants 3, 6, 9 are melons. In the center of the circle the coordinator remains standing. Once s/he says one of the assigned fruit names, people having that fruit name have to leave their seat and find a different one. Whoever remains standing in the circle calls another fruit name. When the person standing says 'Fruit-salad', everyone has to stand up and find a new seat.

'Change your seat if…' [6']

It is about a different variation of the 'Fruit-salad'. The person who stands in the middle now says 'Change your seat if + one characteristic, e.g., Change your seat if you like rock music, … if you wear a red t-shirt, … if you wear glasses, … if you like ice-cream etc.

Note: The person in the middle should say a characteristic that is true about themselves as well. Participants should be free to choose if they will consider themselves as having the characteristic chosen or not no matter if it is visible to other people or not, and thus move accordingly, e.g., "Change your seat, if you 're feeling happy right now". Someone may feel happy or not, but at that moment of the game they may choose to move. And vice versa.

'Game with questions' [22']

Half of the participants sit down at different corners of the room. In front of them there is a bowl (a hat etc.) with papers on which there are written out-of-the-ordinary questions, such as: 'What was the happiest moment for you?', 'What do you consider your biggest achievement so far?', 'What are you mostly afraid of?' etc. that aim at getting participants into the process of knowing each other better. The rest of the participants in rotation move from each seated person to the other every few minutes, when the coordinator instructs so. Both people from each pair ask their partner at least one question. Each round lasts about 4'. We calculate 5-6 pair rotations according to the number of participants.

'Whodunit' [14']

Participants write down on a paper something interesting they have done. They put their cards inside a hat, a bowl etc. The coordinator gives cards a nice shake and has each person draw a note-card they will then read aloud. The readers then try to guess "whodunit" and why they came to that conclusion.

Session 1.2

Team-Building Activities [11:00 – 12:30]

This section includes activities and group games, which focus on developing team spirit and cooperation as well as on group's activation. In addition, they help cultivate

participants' understanding about teamwork and effective communication. The main objective of the team-building activities are to develop a good working spirit among participants and the team as a whole. Furthermore, these activities give a chance to ensure that the results will be properly delivered.

Engaging with activation activities right after the break-time is advisable before going into the team-bonding activities in order to help concentration and re-engagement with the process.

Activation Activities [6' in total]

'The Little Mouse' [3']

The team stands in a circle. One person starts giving an 'imaginary' mouse to the person standing next to her/him. That person gives it to the person next to her/him and so forth. At first, the mouse goes from hand to hand. Gradually it passes from other body parts too before it is passed to the next person. Bodies react as if a mouse walks on them.

'The Trembling' [3']

It is a funny way for different body parts to warm up. The team stands in a circle. One person starts with a tremble in one body part, e.g., their foot, and they throw that tremble to another person around the circle. The other person adopts the movement for a while, and they transfer it to another part of their body till they throw it to somebody else in the circle. And the process goes on.

Walking Activities [16' in total]

'Walk in different speeds from 0-10' [4']

The coordinator says different numbers, and participants move according to that speed. Participants are advised to check the people around them and try to be more or less at the same rhythm.

'We stop together – We start together' [4']

Everybody walks vividly in space. If somebody decides to stop, all the others try to stop simultaneously without being given any signal. Once somebody decides to start, everybody should start at the same time. The idea is that they should all move as one body. Eye contact is important for this cause.

'Only one person remains still' [4']

The same process as previously is followed, but now only one person is allowed to remain still each moment.

'Only one person moves/Some people move' [4']

The same as previously is followed, but only one person is allowed to move each moment. Afterwards, only two people, three people etc. are allowed to move.

'Guess who the leader is' [8']

One of the participants is invited to go outside the room. There is chosen one leader whose task is to assign moves to the rest of the group without being noticed by the "outsider". The participants follow the moves that the leader assigns and they try as well not to be revealed. The "outsider" stands on the circle and by looking carefully at every participant, tries to figure out who the leader is.

'Count up to twenty' [10']

The whole team stands in a circle and they try to count up to twenty as a whole group one by one without overlapping with each other. Every time there is an overlap the team starts counting all over again from the beginning.

'Dynamic Pictures' [9']

In only a few seconds (e.g., on coordinator's count to five) participants are invited to create as a whole group with their bodies a certain picture, place, situation etc., e.g., parts of the house: bathroom, kitchen, living room, garden, bedroom. During the process everybody contributes instantly on the postures the rest of the group has taken.

'Drawing by memory' [20']

Participants are divided in two rows and they can sit down on some pillows on the floor, on chairs etc.. The trainer shows a drawing (e.g., of a backpack) to the first person from each row. After observing the depicted sketch/drawing for a few seconds, the first person in both rows starts drawing the sketch that was shown to them by memory. The people in each line start drawing what they see from the previous person, and they keep passing it to the group. The last person in each row upon their sketch's/drawing's completion shows their final output. Finally, there follows a discussion and sharing of thoughts. Questions that could be raised are: "Does the transmitter/receiver influence the message?, "How?", "To what extent?", "To what extent is there objectivity?" etc.

'Blind retriever' [11']

The goal in this activity is to guide a blindfolded person around the space, to a certain point, a hidden object etc. After a few minutes, the partners switch roles. The guide becomes blindfolded and vice versa. When the time is up, as instructed by the trainer, everybody shares how this experience was from both roles.

Note 1: For this activity there is need to prepare some sort of cloth scarves etc. for the blindfolded people.

Note 2: If for some reason, a person does not feel well into the activity, they should feel free to disengage at any time.

'Closure Activity' [10']

At the end of that session coordinators may ask participants to write on a paper and share -whoever feels like sharing- with the whole group:

a) Something they learned about themselves during the two previous sessions

b) Something they learned about somebody else and

c) Which activity they enjoyed the most and why

Such a type of closure activity serves as a feedback to trainers for the work that has preceded, and indicates the psychic status of participants as well as the team-bonding depth that has been achieved up to that point.
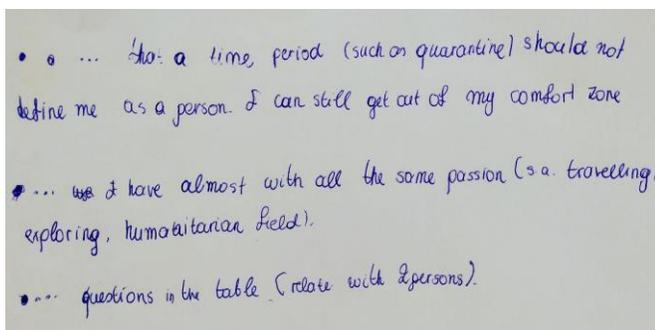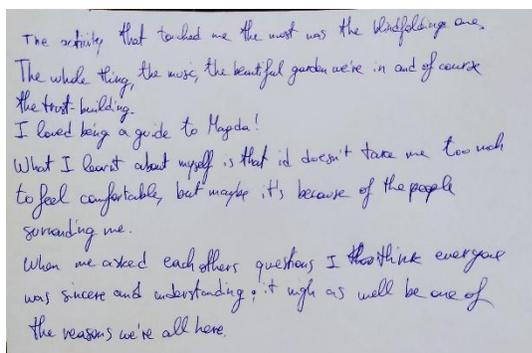
Session 1.3

Introduction to LESVOS and RIC conditions [14:30 – 16:00]

Through the interactive presentation of the current status in Lesvos and, in general, in Greece concerning refugees, participants become more aware of the situation and the issues concerned while dissolving false ideas they might priorly had. The main objective of this session is for the participants to deeply understand the living conditions of the refugee and migrant population in the island and the 'climate' of Mytilenean society.

In the context of TeamWorks for Solidarity project, it was UNICEF Greece Emergency Coordinator of Northern Aegean Kyriakos Giaglis who presented the current situation in

Lesvos RIC, regarding the beneficiaries' living conditions and the facilities that have to do with water, sanitation and hygiene, covid-19/vaccination issues as well as the basic procedures followed by asylum seekers to apply for asylum. Participants were briefed on the most important aspects of the current situation and a very interesting discussion followed.

Session 1.4

Expectations, Fear, Contributions [16:30 – 18:00]

'What do you carry in your suitcase?' [25']

It is about an extension of the *'Drawing by memory'* activity of the previous session (1.2). Participants are invited to write down on the sketch of the previous activity/or on a paper what they have brought with them related to the theme of the project (e.g., background on social work, voluntary experience with refugees etc.). Initially, they talk in pairs for a few minutes exchanging experiences. Anyone who wants to talk about themselves, they share on the plenary.
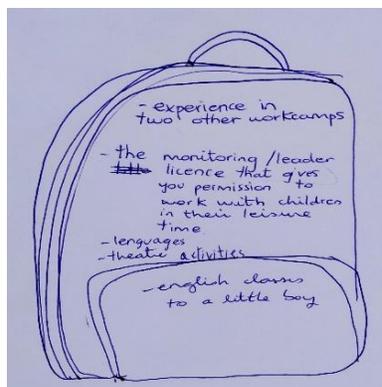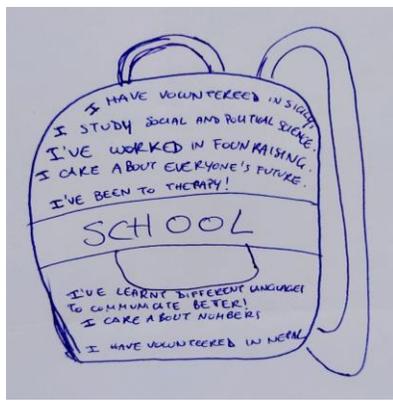
'Expectations & Fears' [35']

The trainers present four flipcharts, which have the following titles:

> ➢ Ideal Participant
> ➢ Ideal Facilitator
> ➢ Top Training
> ➢ Horror Training

Participants are invited to brainstorm and write down on post-it papers what the characteristics for each one of these categories are according to their opinion as well as their needs and thoughts. They can write one or more points per post-it, and they stick them to the corresponding flipchart. In **'Ideal Participant'** they are encouraged to write what are, for them, the characteristics of the ideal participant and in **'Ideal Facilitator'** which are the characteristics of the ideal facilitator. Regarding the **'Top Training'**, participants are encouraged to write about their expectations, and in **'Horror Training'** respectively participants have to describe their fears concerning the outcome of the training. At the end, both participants and trainers read all the papers aloud and they potentially end up to some conclusions or a consensus on some points. This activity is meaningful both for trainers and participants; trainers get an idea of the audience they will be working with and participants have some space for self-reflection and looking at the whole group's needs.
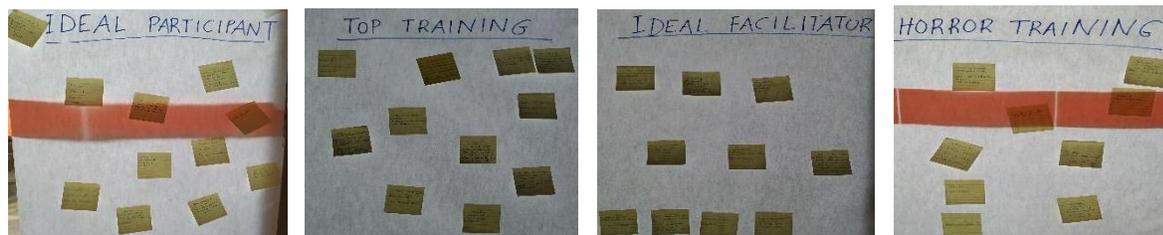
'Team's contract' [30']

This activity is based on the discussion of the previous activity concerning expectations and fears. Both trainers and participants discuss and agree on some core rules/principles that the whole team has to build upon for the smooth completion of the project. One of the points that could be discussed is the line between freedom of expression versus oppressing other people.

Some of the comments that have been shared and agreed during ELIX's 'TeamWorks for Solidarity' project are the following:

Do's

- ✓ To respect ideas, emotions and efforts
- ✓ To be open-minded
- ✓ To feel free to be authentic and to express ourselves (even in controversial issues)
- ✓ To express ourselves in a way that our opinion does not oppress the other
- ✓ To respect the environment that the project take place
- ✓ To be supportive with others

DON'TS

- ✗ Do not take too much space
- ✗ Do not be rude
- ✗ Do not judge the others

DAY 2

Session 1.1

Programme Presentation & Presentation of EYF and ESC [09:00 – 10:30]

At this session one member of the organization makes a presentation regarding the European Youth Foundation and the European Solidarity Corps. Providing information about the programme, the values and principles of the Council of Europe and some of the opportunities European Youth Foundation offers, participants will know about funding mechanisms and opportunities at the European level, which they can use to fund their activities in the future.

Session 1.2

Definition of terms commonly used (migrant, asylum, seeker, refugee etc.)

'What is our target group? Definitions'

PART A' [30']

Trainers provide each participant with a sticky note in which one term related to refugees and migrants legislation context is written. Participants are not allowed to read the term themselves, as it will be stuck on the forehead. One term is provided per participant. For example, one takes the term 'migrant', the other one the term 'refugee' and so forth. Then the participants have to move around the space, and help each other in pairs guess the term they have on their forehead by describing the term in other words rather than giving away the term itself. When a first circle of trying to guess one's term is completed, those terms and definitions are, finally, discussed among the whole group in a circle.

Some *indicative terms* that could be used for this activity are:

- ✓ Refugee
- ✓ Asylum seeker
- ✓ Migrant
- ✓ Immigrant
- ✓ Trafficking
- ✓ Xenophobia
- ✓ Freedom of movement
- ✓ Family reunification
- ✓ Labor migration
- ✓ Displacement

PART B' [60']

During part B participants are divided into three different groups. Enough time is provided to participants to look for some terms related to refugees and migrants legislation context -different from the ones worked on in Part A- in groups. They are requested to look into their definitions on the Internet, discuss them and present them to the plenary. Participants may take notes on a flipchart/paper. At the end of their research, they present the terms assigned.

Indicative terms assigned per group

1st Group: Humanitarian Visa, Identity Document, Permit, Biometrics

2nd Group: Vulnerability, Unaccompanied Children, Separated Children, Best interest of the child

3rd Group: International Migration Law, International Protection, Borders, Principle of non-Refoulement, Interception

LEARNING OUTCOMES

Participants will learn the differences between different terms (in case they didn't know since we often observe confusion among terms) and how/when it is appropriate to use each term. Through this activity, they will get to know about the current legal framework in Greece and the EU concerning migration. By no means, there is not intended an exhaustive examination of the terms from a legal perspective (as trainers are not necessarily lawyers and participants may not be interested in diving deeply in legal details); rather the aim is to attempt an initial familiarization and differentiation among terms.

Session 1.3

Take a step forward [14:30 – 16:00]

PART A' [70']

This is an activity from COMPASS toolkit reflecting on inequalities and human rights barriers. Participants will develop their empathy and understand barriers that lead to inequalities in our societies. Trainers introduce the activity by asking the participants if

they have ever imagined being someone else. They ask for examples, and explain that in this activity they will imagine that they are someone else, and specifically another person who may be quite different from themselves. Participants have to take a slip of paper with their new identity. They should read it silently and not let anyone know who they are. If somebody has questions about their new identity, they should silently raise their hand and wait for the facilitator to come and explain.

Important note: The trainers discourage questions at this point, and they explain that even if they do not know much about a person like this, they should just use their imagination. To help participants get into the role, trainers ask participants to do a few specific things to make the role seem real to them.

For example:

a. Give yourself a name. Make a name tag with this name to remind you of who you are imagining yourself to be.

b. Draw a picture of yourself

c. Draw a picture of your house, room, or street.

d. Walk around the room pretending to be this person.

e. To further enhance their imagination, play some quiet music and ask participants to sit down, close their eyes and imagine in silence as they read out a few questions such about the life of the character they are "impersonating".

During the impersonation process trainers could make visible some questions on a projector/on the board etc. Some of the questions could be the following:

- Where were you born?
- What was it like when you were little?
- What was your family like when you were little? Is it different now?
- What is your everyday life like now?
- Where do you live?
- What do you do? (Do you study? Do you work? If so, what is your job?)
- What do you do in the morning? In the afternoon? In the evening?
- How much money do you earn each month? Do you have a good standard of living?
- Do you live in an apartment / house / somewhere else? Do you own this place?
- What do you do during your holidays?
- Do you have a pet?
- What makes you happy?
- What are you afraid of?

When the profiling of the given character has been completed, trainers ask participants to line up. Then trainers explain that they are going to describe some situations that might happen to a person. If the statement would be true for the character, participants are imagining themselves to be, then they should take a step forward. Otherwise, they should not move.

Trainers read out the situations one at a time, and then they pause between each statement to allow participants time to step forward. We invite them to look around to see where others are.

At the end of the activity, the trainers invite everyone to sit down on his/her final position. They ask each participant in turn to describe their assigned role. After having revealed themselves to the others, trainers ask participants to observe where they stand at the end of the activity.

Before moving to debriefing questions, trainers make a clear ending to the role-play and, thus, ask participants to throw the role away and go back into themselves again.

Specifically, in order to get rid of the role's burden, participants are encouraged to wipe all body parts. Trainers could instruct as well that on their count to three participants should shout out their own names. In this way, trainers conclude the activity and ensure that participants do not stay caught up in the role.

Debriefing and evaluation

Trainers debrief the activity by asking questions:

- What happened in this activity?
- How easy or difficult was it to play your role?
- What did you imagine the person you were playing was like? Do you know anyone like that?
- How did you feel, imagining yourself as that person? Was it a person like you at all? Do you know anyone like that person?

The activity could further be extended to issues of discrimination and social and economic inequality asking questions like these:

- How did you feel stepping forward – or not?
- If you stepped forward often, when did you begin to notice that others were not moving as fast as you were?
- Did the person you were imagining move ahead or not? Why?
- Did you feel that something was unfair?
- Is what happened in this activity anything like the real world? How?
- What gives some people in our community more opportunities than others? Fewer opportunities?

Trainers could therefore discuss with participants about who has more or fewer opportunities in their community, what first steps could be taken to make opportunities more equal for everyone, if there are any inequalities in their community that participants can address etc. The debriefing discussion enhances participants' critical thinking on the

complexity of a person's identity and the ways in which social privilege or its lack affect their lives.

PART B' [20']

After the above discussion, trainers discuss on the plenary the term **'integration'.**

Some indicative question could be:

- What does integration mean?
- What are the prerequisites of integration?
- Is it a short-term process?
- Do all migrants want to be integrated? Are they able to?
- Is the society (Greek etc.) ready to integrate migrants?
- What measures should be taken to achieve that?
- Is integration possible when people live inside camps?
- What is the connection between education and integration?
- Which type of education do you think would be fruitful to enhance integration?
- What is the role of the state and other local or international organizations in order to facilitate integration?

Trainers may let the discussion open up and let participants express their arguments/views on the topic.

LEARNING OUTCOMES

Having the activity completed participants will be in a position to overcome stereotypes, develop understanding about human rights violations and how to communicate about those.

Session 1.4

Volunteering versus Philanthropy [16:30 - 18:00]

PART A'

Definitions [30']

Trainers divide participants in four groups. Two of them are asked to look online for definitions on the term 'volunteering', and the other two to look for definitions on the term 'philanthropy'. The groups present their findings and trainers take notes on a flipchart.

PART B'

Scenarios [35']

Then, trainers present several scenarios, and the team discusses if they belong under the 'Volunteering' or the 'Philanthropy' wider definition spectrum.

PART C'

Moving Debate [25']

Following the scenarios, trainers define one side of the room as 'Volunteering' and the opposite as 'Philanthropy'. They start reading some statements and they invite participants to move towards the side they believe that, according to their understanding, is 'Volunteering' or 'Philanthropy' and explain their choices.

LEARNING OUTCOMES

This interactive discussion in the format of a moving debate helps participants to develop solid understanding of the value of volunteering and its impact on young people and local communities. The main objective of this session is the transmission of the values of youth work and volunteering. Furthermore, the development of participant's ability to understand where they stand as activists is aimed.

DAY 3

Session 1.1

Code of conduct-Child protection basics [09:00 – 10:30]

During the session, the participants are introduced to the Code of Conduct of ELIX and the basic principles of child protection through an interactive presentation and role play activities. More specifically, participants receive the Organization's CoC and are given some time to study it. Then, a Q&A session with the organization's social worker follows along with a presentation concerning Child Protection Principles during which questions are answered and an overview of Code of Conduct issues (such as breaches etc.) and of the processes followed for the implementation of child protection is made.

LEARNING OUTCOMES

The important part of this procedure is that participants will gain knowledge about how a code of conduct is structured and what it contains, while committing to follow it during their interaction with vulnerable groups in the context of the project in which they are taking part in. Participants will be able to understand the necessity of protection mechanisms and protocols both for them and also the vulnerable groups.

Session 1.2

Trauma, toxic stress and their consequences [11:00 – 12:30]

Warm-up activity

At the warm-up activity the participants have to contribute to a reflective practice, specifically they have to draw a human being (could be themselves) and then take different colors and draw in which body parts stress appears, when people or participants themselves feel it. Then, participants share their output with the whole group.

After the drawing a presentation introducing the notion of trauma and toxic stress and the ways in which this can be addressed by teachers in class can be very helpful. As a result,

participants will reflect on their own and others' experiences and needs and they will have the opportunity to exchange knowledge. They will understand the gaps and the knowledge needed for the team in order to be properly prepared for community-based interventions.

Session 1.3

Self-care [14:30-16:00]

Participants are invited to express their current feelings using an animal. If they wish they are asked to explain why.

A presentation on self-care takes place. Here trainers and participants discuss how human beings identify stress at the workplace, some of the burnout signs, some good practices to deal with stress and build on resilience and self-care.

Session 1.4

Needs Analysis

'Strengths, Weaknesses, Opportunities and Threats (SWOT analysis)' [60']

Participants are divided in four different groups and they are asked to write down the Strengths, Weaknesses, Opportunities and Threats they may have as a group on post-it paper. After the work in groups and the exchange of knowledge, each group presents their analysis in plenary. Trainers ask participants for potential additions or adjustments after each presentation.

LEARNING OUTCOMES

Participants will have the opportunity to feel free to reflect their own and others needs, and to understand each other's feelings. They will also understand the gaps and the knowledge needed for the team to be properly prepared for community-based interventions.

Closure Activity *[30']*:

After an intensive day of discussions on psycho-social issues, it is suggested to implement a relaxation activity aiming to relieve participants from the day's emotionally demanding sessions. One of the preferred ideas is to close the session with a relaxation-meditation activity with the use of calming music, where participants are guided to choose among things they have been carrying in their suitcase and to release the ones they do not need.

DAY 4

Session 1.1

Group dynamics – The role of the facilitator (Part 1) [09:00 - 10:30]

During this presentation there is a discussion of who a facilitator is and what their characteristics are as well as what the distinction between a teacher-facilitator versus a traditional teacher is. After the presentation, participants are asked to work in groups and sum up the basic characteristics of a teacher-facilitator and of a traditional teacher.

LEARNING OUTCOMES

Participants realize the importance of applying non-formal education practices. In addition, they will gain competence in assessing and addressing group dynamics to be able to handle difficult groups and to facilitate them in a smooth and respectful manner .

Some of the participants' answers that have been shared are the following:

"A Traditional Teacher"

- ✓ cares more about the results (vs the procedure)
- ✓ gives marks
- ✓ judges results
- ✓ follows the curriculum strictly
- ✓ does not use non-formal education practices in their lesson

✓ is an authority figure

✓ is a source of information

"A Teacher-Facilitator"

✓ has and is aware of their complex role

✓ gives emphasis on the procedure (vs results)

✓ does not engage (solely) in frontal communication

✓ applies students needs' analysis

✓ use of variety of education techniques (total physical response, music, video games, new technologies, art)

✓ encourages students' participation

Session 1.2

Group dynamics – The role of the facilitator (part 2) [11:00 - 12:30]

At Part 2 of 'Group dynamics – The role of the facilitator' session, participants are given some time to think of a scenario where they were facilitators or participants, and they are asked to reflect about that experience among groups based on the discussion that preceded in Part 1.

Some feedback participants gave concerning the challenges and the successes they detected as facilitators or participants in the past was:

"CHALLENGES"

✓ Ideologies (political, religious etc.) coming out in the teaching practice

✓ Hard balance between frontal and less traditional lesson

✓ Favouritism / Teacher vs friend

✓ Issue of managing everyone's involvement based on the available time

✓ Sense of powerlessness (e.g., in rude behaviours)

"SUCCESSES"

✓ The importance of fun

- ✓ The importance of trust
- ✓ The importance of reward
- ✓ Considering participants' rhythm
- ✓ The importance of regular meetings

Session 1.3

Locals' presentation about the history of the location [14:30 – 16:00]

At this part, local people coming from the island of Lesvos conducted a presentation in which they described aspects of the geography and the history of the island intertwined with the refugee phenomenon since 2015 and they shared their own personal experiences. After the presentation a Q&A session followed.

Session 1.4

Fundamentals of Inclusive Pedagogy [16:30 – 18:00]

PART A

Trainers make an introduction on the definition of the term 'inclusive pedagogy/education' and on some aspects included in the term.

PART B

As follows trainers give participants a leaflet where they have to:

a) match the term (gender identity, ethnicity, language, class, religion, dis/ability, class, nationality etc.) with the corresponding definition, and

b) match the type of discrimination (e.g., **sexism, elitism, transphobia** etc.) to the corresponding category (gender, language, race, sexual orientation etc.).

The above activity, namely the completion of the leaflet, may be accomplished dividing participants into small groups in which trainers can also add role play activities. After the

leaflet completion, participants are invited in an extensive discussion in which they have the chance to open their minds and exchange opinions on the terms discussed and the categorizations made.

LEARNING OUTCOMES

Participants will be familiarized with inclusive pedagogy definition and its principles, and they will discuss some classifications and the relevant discriminations that derive from those. They will develop their skills around inclusive pedagogy and applying values such as respect, understanding, curiosity, connection, active learning/participation, motivation, practical use, communication, critical thinking, creativity, collaboration.

DAY 5

Session 1.1

Study visits in refugee sites [09:00 – 10:30]

Preparation steps beforehand

The organization that implements the program and the trainers on the field are advised to arrange collaborations with partner organizations that are active on the field and where the later interventions (that will be agreed upon) will take place. Relevant stakeholders have to be informed in advance and agree with the implementing organization/trainers on an implementation scheme.

Field Visit

During this session, there will be introductions among the group of participants and partners. After prior agreements, participants will engage in a first circle of classroom observations and home visits. The observation and/or visits take place in small groups depending on the capacity of each organization.

Session 1.2

Study visits in refugee sites [11:00 – 12:30]

Observation of partner organizations' classes and home visits take place. The actions in which the group of participants will be engaged are clearly agreed with partners beforehand.

LEARNING OUTCOMES

Participants will be introduced to the local context of refugees' living conditions while interacting with the local community in order to understand their reality in this situation. Through collaborations in the field, both trainers and participants will be able to develop their personal and professional networks and potentially meet with other youth/social workers engaged in the field.

Session 1.3

Debriefing from the visits [14:30 – 16:00]

For the process of debriefing, trainers could separate participants into small groups (of two, of three, etc.) for open conversation regarding the visits in the refugee sites. Before the discussion as a whole group, participants still in groups could collect their observations and impressions from the visit and write them down on a paper. After the group's discussions, participants are invited to share their individual considerations, observations and feelings in the plenary.

LEARNING OUTCOMES

Participants will be in place to freely share about their experience and if needed to steam off any emotions that this experience might have caused them. The context in Lesvos is a very hard one and trainers aim to make sure that participants' mental state is not affected by what they experience and see.

Session 1.4

Mid-term evaluation [16:30 – 18:00]

This session focuses on the structure of the next steps which means scheduling the intervention but also planning of the next days. Through a thorough evaluation that may be organized again in small groups, trainers are collecting thoughts and requests on what participants would be interested to do on the field with the intention to fulfill them to the maximum through the choices given by partner organizations. Participants will be able to assess their learning outcomes and plan their learning objectives for the next few days. Trainers' main goal at this session is to ensure that the training meets the real needs of the participants and to carry out a reality check on the development of the project.

DAY 6

Session 1.1

Lesson Planning [09:00 – 10:30]

Warm-up activity *[10-15']*

Note: Any warm-up activity can be implemented. In the 'Teamwork for Solidarity' project we had a new member joining on that day, and thus, we chose a relevant activity.

'Two truths and One lie'

Participants are invited to think and write three statements about themselves. Two of those statements must be true and one of them a lie. The rest of the team-members try to find the lie for each participant. Trainers are encouraged to participate as well.

Lesson Planning

Presentation of the structure and the components of a lesson plan is employed. Trainers present and discuss the indicative structure of the courses/lessons followed by the coordinating organization.

In addition, trainers write on a flipchart, and teach participants some key words/phrases in some of the most commonly spoken mother tongues of the refugees living in Lesvos Reception and Identification Center (such as Farsi and Arabic) with the aim to use them during their field-work, if they are needed to.

LEARNING OUTCOMES

Participants will learn how to develop a lesson plan according to the group they plan to address so as to address their needs.

Session 1.2

Language teaching basics [11:00 – 12:30]

Through interactive presentation questions and detailed discussion, trainers make a distinction between second language and foreign language teaching. In addition to this discussion, trainers introduce to participants some methodological principles, tips and instructions followed by their coordinating organisation. One of the most important parts in this session is that participants familiarize with basic principles in teaching a language as a second one. After this session, they will be able to use some educational methods and tools on teaching.

Session 1.3

Classroom Management [14:30 – 16:00]

This session mainly includes work and discussions on case studies in small groups. Participants, led by trainers, exchange ideas about what Classroom Management (CM) means in practice. Then, trainers invite participants to work in groups and think of what CM includes according to their view. Finally, a last discussion about some case scenarios on handling CM issues in the classroom as a whole group follows.

Some Participants' ideas on what Classroom Management include:

- ✓ To manage the environmental conditions (cleaning, temperature, educational material, light, decoration of class with their students' drawings)
- ✓ To inform students about daily plan at the beginning of the lesson
- ✓ Flexibility (good use of energy)
- ✓ To ask them questions (1. when they are distracted & 2. to teach them something instead of frontal teaching)
- ✓ Commitment through common projects
- ✓ Plant/Water a garden
- ✓ To build a good group (e.g., walk in pairs cooperation, trust-games, peer teaching, separating some if there is tension) --> everlasting procedure since there is constant students' mobility
- ✓ Taking a break if needed
- ✓ Change the voice/energy/tone to make lesson more interesting
- ✓ Use of body language
- ✓ Use of humor
- ✓ Use of different activities to include all ability levels
- ✓ Calm down activities
- ✓ Reward/Positive reinforcement
- ✓ To help them express themselves
- ✓ To compromise
- ✓ Differentiated teaching
- ✓ Quiet space to calm down
- ✓ Link between reality of the kids and the lesson
- ✓ Everyday routines (e.g., specific songs) - Transitional activities
- ✓ Continuous encouragement & Appreciation for their efforts
- ✓ To give them responsibilities
- ✓ Class/Individual contract

LEARNING OUTCOMES

Participants will learn the necessity and importance of a routine and the classroom rules, classroom management tips and techniques. They will also be able to learn some basics of coping and handling the management of a classroom and difficult situations.

Session 1.4

Common drafting of volunteering action plans [16:30 – 18:00]

Participants are informed about the upcoming days' schedule and interventions according to the information that the trainers have and the communication they have done with other partners/actors on the location that the training is based. Participants are separated into working groups and start to plan their actions. Trainers inform participants that on Day 7 the group will have the chance to implement Day's 6 input to create our own lesson plans for our upcoming educational interventions.

LEARNING OUTCOMES

Participants will learn how to cooperate with each other, how to set realistic goals and how to plan activities. They will also develop concrete community-based plans for intervention.

DAY 7

Session 1.1

Preparation for interventions [09:00 – 10:30]

Warm up activity

Participants and trainers create a circle, and then each person has to say 'Good Morning' & 'My name is….' in every language that exists in the circle (Italian, Greek, English, Basque, Catalan, French, Dutch, Arabic, Spanish etc.).

Preparation for interventions

Participants are divided into two main groups depending on their 'skills'. (e.g. experience in teaching etc.).

The more experienced teachers start creating **lesson plans** and **educational material** for the upcoming home visits for teaching refugee/migrant children in the RIC. There is made use of the educational resources (paperboards, colors etc.) that the organization already has. It is recommended to have all the educational resources in advance.

The other group searches for ideas and creates materials for the intervention of a refugee/migrant adult group of partner's community volunteers.

Then, both groups will make a presentation of the tentative proposed follow up activities for week 2 (as part of the funding of the European Solidarity Corps).

LEARNING OUTCOMES

Through these extensive procedures, participants learn how to be able to plan their own actions and decide about their engagement in the activities. The main objectives of session 1.1 and of the following session 1.2 are to develop individual/group action plans for the upcoming week, and to enhance the comprehension of the context that youth/social organizations are operating.

Session 1.2

Preparation for interventions [11:00 – 12:30]
Participants in session 1.2 continue the preparation for the intervention as in the above session 1.1. Trainers support the groups with material they have in their possession and with their own ideas as well.

Session 1.3

Preparation for interventions [14:30 – 16:00]

Participants in session 1.3 continue the preparation for the intervention as in the above session 1.1. Trainers are suggested to support the groups.

Session 1.4

'Evaluation of the week/training' [16:30 – 18:00]

Participants make a day to day review through a driven self reflection process from the facilitator (individually). They share in groups and draft recommendations for improvement in several fields.

LEARNING OUTCOMES

Participants will develop their sense of self-organization and setting their own objectives and goals. Main objectives of this session are to provide participants with the space to discuss or tackle topics that were not covered and to optimize peer-to-peer learning.

AFTER THE TRAINING

FROM DAY 8 TO DAY 12

Session 1.1

Transportation to the Reception Identification Center [09:00 – 10:00]

Session 1.2

Teaching intervention / Home visits (four groups of three people) [10:00 – 11:30]

Session 1.3

Teaching intervention / Home visits (four groups of three people) [12:00 – 13:00]

Session 1.4

Wrap-up of the day: Steps and preparation for the next day [15:30 – 17:00]

Activities implemented on the refugee/migrant adult group intervention were the following:

At the first two activities participants may be involved and share things from their culture and life with each other and with trainers and participants.

1. 'The circle of my culture'

Participants, depending on the color they will pick by lot are invited to share a sport, a song, a custom, a proverb, a food or an event for/from their country.

2. 'My shield during hard times'

On a pre-designed shield participants are asked to write the following:

a. Something that I like about myself

b. Something I am good at

c. People who support me

d. Something I am proud of

e. Something I wish for myself

f. My signature

3. 'Origami'

Trainers and participants are suggested to make origami frogs etc. The team shows to community volunteers something that they can make with children, since the frog, for example, can be made to bounce and have fun. Some participants could create other constructions, such as boats, planes, etc. as well.

4. 'Planting lentils'

Planting lentils in plastic bottles with cotton and water. This activity may decorate the space afterwards.

DAY 13/14

Session 1.1

Thoughts, discussion, and preparation of the day [9:00 – 10:00]

Session 1.2

Teaching intervention (three people) **/ Home visits** in four groups [10:00 – 11:30]

Session 1.3

Wrap up discussion with Partner's organization Coordinator & Sharing overall impressions from the field as well as asking questions [12:00 – 13:00]

Session 1.4

Wrap-up of the whole project [15:30 – 17:00]

- ➢ Final impressions from the RIC visit (shortly)
- ➢ Participants are asked to write down on a paper what they will take with them out of the whole project. We mix the papers, and each person reads another person's paper aloud. All papers must be read aloud.
- ➢ Each person picks up somebody else's name from a lottery. For that person each participant will have to create a personalized farewell gift and share it with that person later.