



Handbook Tools for youth workers

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merseyside
EXPANDING
HORIZONS



Promimpresa

active
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icep



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1. Introduction

Youth represents the future of EU member states, and it is, therefore, essential to invest in their education and development. According to the EU Youth Report, current generations of young people should be able to grow up in inclusive and pluralistic communities based on European democratic values, the rule of law and fundamental rights. Rights such as education, youth participation, interfaith and intercultural dialogue have a key role to play in preventing radicalisation by promoting common European values, fostering social inclusion.

Research indicates that the vast number of diversity and inclusion initiatives turn out to be ineffective or fail within a year or two as they often work on outdated techniques and methodologies to involve the audience (Llopis, 2017). According to Wedell-Wedellsborg (2017), what is required is to reframe the issue. For these reasons, the project Youth Connections was realised, advancing innovative approaches to multiculturalism with the broad aim of positively influencing society.

More specifically, the two-year-long international project Youth Connection was born with the cooperation of six European countries (the UK, Italy, Lithuania, France, Portugal, and Slovakia) to create links between the European youth, migrants, refugees, and asylum seekers. The project has contributed to promoting more equal, intercultural and inclusive youth communities through new youth work methodologies and transnational initiatives. The implemented activities attempted to deliver innovative and effective approaches to youth work within multicultural communities, bring the target groups together to create a sense of belonging, whilst encouraging young multicultural communities to become actors of social change through local initiatives.

This handbook results from this two-year experience and represents a practical guide for youth workers and European stakeholders to facilitate high-quality

youth work aimed at fostering cooperation between the European youth, migrants, refugees, and asylum seekers. All the gathered information and described activities were conducted by the following six partner countries: Merseyside Expanding Horizons Limited, Promimpresa, Active Youth Association, Agis, Note et Innove, Aproximar - Cooperativa de Solidariedade Social, and ICEP, respectively from the UK, Italy, Lithuania, France, Portugal, and Slovakia.

Reading this handbook, the users will be provided with helpful technical tools, tips and tricks that can be used in their daily working practices with the youth to promote multiculturalism and social inclusion (workshop guidelines, training modules, online events, social media campaign), as well as youth digital literacy (tutorial creation).



2. Workshops Guidelines

The purpose of these guidelines is to provide youth workers with a theoretical framework on the topics of Storytelling and Youth, as well as a step-by-step guide on how to carry out multicultural activities. These guidelines are a versatile tool that youth workers can tailor to their specific needs and the workshop they wish to organize.

The main goal of these activities is to lay the groundwork for a strong connection between young European and non-European people from various backgrounds, whether they are professionals, volunteers, or students.

0. Main Objectives

The following activities aim at promoting diversity, social inclusion and the common values of freedom, tolerance and respect of human, social and economic rights among young people. Furthermore, their objective is supporting youth workers, particularly those working in communities with a high density of immigrants, migrants and asylum seekers.

1. Shared Drawing Storytelling

The workshop is about getting to know the youth, who they are, what are their values, how they feel. More specifically, the youngsters are invited to share about certain experiences of their lives, making it easier to compare themselves with the other participants and bond.

Each young person has a paperboard. Every time animators make a question, the youngsters have to draw or write the answer. They can also use colours to illustrate their feelings when they think about the answer to be given.

We suggest giving 5 minutes max. To complete each question. After the time passes, they should move on to the paperboard of the neighbour on their left and draw the next answer on the new paperboard.



Questions prompts:

1. Which color defines my current mood?
2. What animal better describes me?
3. What is the first thing that comes to my mind when I think about my country of origin (flag, shape, weather...)?
4. Who is a friend that I feel like part of my family?
5. What is the most significant goal of my life?
6. What is my strongest value?
7. Do I feel changed compared to 5 years ago?

At the end of the activity, youngsters will have in front of them drawings telling the story not just from one of them, but a story based on the different life experiences lived by the group.

Such activity may lead the youth to think intensively about their life so far and realize that they all might have a common story to tell. This awareness might raise the feeling of mutual understanding, which is essential in a heterogeneous group.

2. “Life Cardiogram” (1h30)

In this activity youth workers are invited to show an inspirational story (5 minutes video) to the workshops' participants, and ask the youth:

- What kind of disadvantage this person suffered from?
- What was his/her most relevant moment?
- What are the difficulties?
- Which lessons?

(Write the answers on the board in the format of ups and downs according to the answers given).

At this point, youth should think about some crucial periods or events of their life so far. Some examples of what they can consider:

- Someone that they met during their life.
- A happy period.
- To have passed/failed in an important exam.
- To have broken a bone.

To do this activity, the participants will need a paper sheet, where they will be invited to draw a line like the one indicating the heart beating:



The highest peaks should correspond to good/ more positive memories, while the lowest peaks to fewer good experiences.

On the peaks, youth can draw symbols representing the moments depicted.

Ask the youngsters to form pairs to further share their life cardiogram with a colleague. The listener should ask questions about the life cardiogram of the other and take some notes and vice versa.

After the time limit has passed, ask the pairs who would like to share what they had shared to do so in the form of a story. (The pairs can choose to tell one of the stories or both – they can use their imagination to try to match the stories, or they can tell together just one of the stories – participatory storytelling) –The audience can ask questions and participate in the story's progression.

3. Brainstorming “How we see each other”

The aim of this activity is to brainstorm youth minds and make them talk about how we see each other.

The discussion should be led by the youth workers and touch the following points:

- What do you think the media wants people to think about migrants?
- Have you ever been subjected to prejudice?
- Have you ever tried to put yourself in the shoes of someone who has a completely different life than you? What are your thoughts?
- How much do you know about your country's culture?

2. Workshops Guidelines

- Do you prefer listening to artists and groups from your own country or those from other countries?
- Did it ever occur to you that you might be a victim of discrimination because of your next-door neighbor?
- Have you ever witnessed racial discrimination against someone you know or someone close to you? What are your thoughts?
- Do you ever find yourself with preconceived notions?
- In general, do you believe the media seeks to create negative or positive impressions?
- Do you believe we live in a welcoming society?
- Which steps, in your opinion, should society take to improve youth social inclusion?

Chairs need to be disposed in a circle, with a bowl containing the above-mentioned questions in the middle. Time after time, each young person goes to the middle and takes one of the questions and reads it out loud. The conversation should go with the flow of the questions.

At the end of this activity, youth workers will take note of the words which have been mainly used by the participants and use them later during the focus group phase. Those keywords will be referred to as "topics".

4. Storytelling makers

For this workshop we suggest involving multicultural groups and follow these steps:

1. Present the ideology of the storytelling: what it is/ elements/ etc.
2. Form small working groups - it is also possible to work individually.
3. Ask youth to collect the draws from the first activities and in relation with the last activity discussion, each group should create a common story.

The story should follow the format of the storytelling:

"STORYTELLING can be defined as a way to share and learn ideas, values and practices. For the storyteller this is a moment in which they remember and share a personal experience, and for listeners it is a way to find common points between themselves and the storyteller and to relate to the story. Through storytelling young people can find a common point and learn the importance of their experiences.

(Give example of a simple story) Telling a story has been compared to climb a mountain:

*The base of the mountain (**base camp**) is the beginning of the story, climbing the mountain is compared to the obstacles that the main character has to face, the peak is the **climax**, the most exciting part of the story, the climb down is everything that happens on the way to the bottom of the story and finally, the **new base** camp is the new situation, the end of the story, in which something is different or has been learned compared to the beginning.*

Benefits of storytelling, a way to raise awareness about people's own experiences and elaborate and process them, as well as to find a common growth between the storyteller and the listeners.

Point out the difference between storytelling and action research, and how this project should focus on storytelling to create bridges between young people."

https://www.salto-youth.net/downloads/toolbox_tool_download-file-1431/S-cookbook-web.pdf

5. Session with the youth (Roundtable)

This session with the youth comes after the 2 workshops with Europeans and non-Europeans participants, to summarize and conclude what the youth have learnt so far.

The point of this session is giving concrete value to the productions that they did during the workshops. The key goal is raising empathy between non-European and European youth. Sharing and discussing will be the pilaster of this empathy. At the end of the session, youth should be able to "put themselves in other people's shoes".

Structure:

This session will be focused on a roundtable on social inclusion and tolerance in the various countries after a World Café exercise.

Here is a list of questions guidelines to lead the roundtable:

- Do you ever find yourself having prejudices against other people? What is it related to?
- Generally speaking, do you think the media want to give negative or positive impressions about people with migratory background?
- Do you think that the society you live in helps newcomers' insertion?
- Which actions, in your opinion, should the society take to better improve young people's social insertion?

Methodology:

1. Four paperboards will be spread on the room with the above-mentioned questions (one question per paper).
2. Youth will be divided into 4 groups of 4 - each group will start in front of one of the papers. They will have 10 minutes to discuss and give the maximum inputs about the referent question – they should write on the paper board what rises.
3. After 10 minutes, the groups will be invited to change for the next paper board and discuss the new question.
4. After the 4 questions, youth will be invited to form a big circle, and to bring the paper boards to the center. They will be invited to share what has risen during the discussions, and the debriefing about the questions should come up.

At the end of this session, youth workers should take note of the words which have been mainly used by the youth and will use it later on during the focus group phase. Those keywords will be referred to as "topics".

6. Focus group

Introduction:

This step requires the presence of a group of people composed of professionals, volunteers, and youth workers. The Focus Group is mainly based on a **JOINT DISCUSSION** concerning the "topics" which will later on be discussed by the youth. This will allow to make comparisons between the situations seen with the eyes of the professional and the one seen with the eyes of the youth. Also, the answers given by the professionals could be used during the round table with the youth to give them ideas or simply to be a source of debate and reflection.

Objectives:

The aim of the **JOINT DISCUSSION** is to compare the ideas of the professionals concerning the migrant insertion in their country –what is done, what needs to be improved- in order to use what came out as a base for the roundtable with the youth. Furthermore, this section focuses on selecting the practices to be used and therefore to have an official set of Best Practices to be used and transferred in other countries in order to improve and boost migrant social inclusion.

Ways to Deliver it:

In order to keep the idea of "joint discussion" alive, the best way to deliver it online would be through a joint meeting, which could be done through Skype, GoToMeeting or any other online platform allowing a discussion with more people at the same time.

In case it wouldn't be possible, youth workers can also use the points outlined below and draft a paper to be sent and answered by the single youth worker and later make a comparison of all the answers. However, to make the joint discussion more authentic it is strongly recommended to use the above-mentioned methods.





3. Training Modules Summaries

In this section youth workers will be guided through some of the key social issues that have a remarkable impact on society and should therefore be addressed working with youth. Namely the following topics will be briefly presented: gender equality, socio-economic background, religion and tolerance, cultural shock and cross-cultural adaptation, identity, diversity and discrimination, human rights, intercultural awareness, linguistic diversity, and intercultural communication.

A few tested activities examples can further facilitate youth workers' implementation of socially relevant training and workshops and can be seen in detail [at this link](#).

1. Gender equality

Gender Equality refers to the equal rights, responsibilities and opportunities of women, men, and non-binary people. It means that every individual's rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender inequality affects women, men and non-binary people and thus should not be seen as only women's concern.

Problems such as discriminatory laws and social norms, harmful practices and violence are still very relevant across the world. Results show that women continue to suffer from various abuse and injustice, such as physical and sexual violence by their partners, female genital mutilation, underrepresentation in high-ranked positions, pay gap and the burden of being the main caretakers of household, due to asymmetric power dynamics based on gender social roles. Therefore, gender-based stereotypes are prevalent, making various activities and roles restricted to people based on their gender.

The aspect of gender equality is crucial for youth workers and other professionals who work with multicultural groups which usually consist of both young girls and boys. It is important to ensure that all of them are treated equally and do not feel any negativity towards themselves due to their gender or any other grounds.



Youth workers can contribute to ensuring greater gender equality in society through educating youth from a young age: recognizing and evaluating stereotypes and moving towards changing them.

2. Socio Economic Background: Education and Employment

Socioeconomic status (SES) is a significant explanatory factor in a variety of fields, including health, child development, and education. In general, family background has been shown to influence educational outcomes in a variety of complex ways. For example, family socioeconomic status has consistently been found to be an important variable in explaining variation in student achievement. Socioeconomic status can influence learning outcomes in a variety of ways.

Not only does socioeconomic status include income and educational attainment, but it also includes financial security, subjective perceptions of social status, and social class. Socioeconomic status can include aspects of quality of life as well as the opportunities and privileges available to people in society. Poverty, in particular, is not a single factor, but rather a collection of physical and psychosocial stressors. Furthermore, SES is a consistent and reliable predictor of a wide range of life outcomes, including physical and psychological health. As a result, SES is applicable to all areas of behavioral and social science, including research, practice, education, and advocacy.

To mitigate the negative effects of socioeconomic status, it is critical to develop people's diverse skills and to instill in them a positive attitude toward people from diverse backgrounds from a young age. This is why it is critical for youth workers to learn how to work with multicultural youth from various backgrounds. It is critical to improve their fundamental skills, which will lead to improved academic performance, which will eventually influence better career development and socioeconomic status. Furthermore, there is a good chance that the groups with which youth workers work will be diverse, and it is critical to maintain contact between them even if they belong to different socioeconomic groups. As a result, youth workers can involve young people in activities where: people from different socioeconomic backgrounds participate and work together for the same goal; where they learn to do something new that demonstrates to them that they are capable of learning and developing their skills and careers throughout their lives.

3. Religion & Tolerance

Religion is belief in a God or gods and the activities that are connected with this system. Religious beliefs are part of the private area since it is the choice from oneself to embrace any religion. The choice can be influenced by its family, nation or cultural origins. Although it is a personal decision, some features can appear in the social and public place, such as religion diets, the way to dress, the makeup put on and personal schedules for prayer time for instance. Being exposed in the public area, sometimes is a definition to being judged and criticized. It happens frequently despite the fact that secularism has been recognized and no religion should rule over others or define the State. Some anti-religious movements

testify that being religious is a contradiction to the right of liberty but those groups also deny the freedom of belief and religion included in the Universal Declaration of Human Rights.

The challenge is to develop a dialogue with the religious people or institutions and the population to tackle the common stereotypes that each group has on the other. The population could understand the religious obligations and religious groups could understand the new challenges of a modern society. Besides, the different religions could improve by protecting themselves by forming one group association to recognize the similarities and differences from multiple religions to recognize common values and integrate minority religious groups. It is called Interfaith Dialogue.

Youth workers should inform themselves on different aspects that religion gathers and they should be able to analyze, recognize and explain them in order to demonstrate that no religious signs should differ between individuals and that it is a personal choice. If youth workers succeed in showing that religion does not define a group, as individuals are free, they will be more aware of cultural designs in the world and will build open-minded grown-up people.

4. Hate Speech

Hate speech is any communication in speech with a violent vehicle, provided face-to-face or online, or behaviour which can be gestures or intimidation, against an individual or group of individuals due to a personal demarcation. These demarcations are usually based on age, gender, sexual orientation, origin, nationality, ethnicity, race, colour, physical appearance, disability or religion. Nowadays, there is no international legal definition of the concept "hate speech". From a continent to another, forms of discrimination didn't end despite the evolution of societies and globalization (rising of Neo-nazi and anti-Semitism movement, anti-Muslim hatred and persecution of Christians).

Every country doesn't develop educational modules in schools, adult formation and public awareness and do not have tools to track and punish hate as they should do. Education and counter-speech are also equally important in fighting the misconceptions and misinformation that form the basis of hate speech. Hate speech is not freedom of speech, since it is limited. Countering hate speech by accepting diversity and demonstrating respect to one another, might be the challenges of the 21st century. Diversity is more than tolerating difference, it is understanding that each individual is unique, and that welcoming positively the population's differences is important.

Hate speech is a relevant topic to youth workers as themselves exposed to multiculturalism and diversity. Is pertinent for them to be trained so as to understand the definition of it, to adapt apprehension and adopt the right behaviour in relation to each different situation and the multicultural youth groups. In that way, they would be more aware and active at promoting tolerance and prevent such actions through entertaining activities with the youth. Not only do they follow the youth daily, helping

them in their problems but they also provide them access to a safe place in which there is no barrier and where they can have the possibility to learn skills to build their future self and confidence.

5. Cultural shock and cross-cultural adaptation

Cultural shock is a natural state of psychological and physical disorientation that can occur when you encounter a new environment and culture.

"The anxiety that results from losing all the familiar signs and symbols of social intercourse which include words, gestures, facial expressions, customs, or norms acquired unconsciously in the course of growing up" (Kalvero Oberg, 1960: 177).

Cultural shock may occur at various levels such as:

- Anger
- Frustration
- Depression
- Homesickness

Cultural shock Curve

Cross-cultural adaptation is a process of acclimatizing to the demand of a new cultural environment, which means both changing perspectives and reconciling beliefs to the host culture.

It refers to the time it takes a person to get acquainted to a new culture.

6. Identity, diversity and discrimination

There are three key concepts that need to be understood to implement this activity:

Identity: what distinguishes us from others and makes us the same as others.

Diversity:

- The incredible range of human differences.
- The one true thing we all have in common.
- The art of thinking independently together.

Discrimination: "No one is born hating another person because of the color of his skin, or his background, or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite" (Mandela, 1994).

Why are these 3 concepts important when you are a youth worker working with multicultural youth groups?

- Create opportunities to enjoy diversity and to learn to see things through different lenses.
- Interact with people from different groups, with whom they otherwise would never have been in contact.
- Be conscious of the world that surrounds them and to understand that difference is normal.
- One is not intrinsically better than the other. One culture is not better or worse than another – they just provide different answers to the same challenges in everyday life.
- Widen their horizon.
- Give a more varied set of possible answers to the challenges they meet in their lives.
- Understand that diversity is a fundamental part of our society (impossible to avoid it).
- To learn how to deal with this diversity.
- Tolerate differences.
- See the inclusion of people from different origins and groups in their circle of friends and in their lives as an enrichment.

7. Human Rights

The Universal Declaration of Human Rights (1948) (United Nations system of protection for the human rights) is a historic international declaration which formed the basis of the European Convention on Human Rights (ECHR) (1966) which is a milestone that launched the European regional system for the protection of human rights, whilst guaranteeing "the enjoyment of the rights and freedoms set forth in this Convention shall be secured without discrimination on any ground such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status" article 14 of the ECHR".

Regarding the United Nations system for the protection of human rights, the Universal Declaration of Human Rights is accepted by almost every state in the world, translated into more than 360 languages and it has inspired more than 80 international conventions, and multiple regional conventions, as well as numerous domestic laws.

Regarding the European regional system for the protection of human rights, all 47 Member States of the Council of Europe have signed the Convention for the Protection of Human Rights and Fundamental Freedoms. The convention pinpoints specific fundamental rights, such as: right to self-determination, the principle of equality between gender and non-discrimination on grounds on religion or race, the principle of

indivisibility of political and civil freedoms with economic, cultural, and social standards.

Considering the specific multiple and intersecting vulnerabilities that workers/professionals face, it is crucial to have a deeper understanding regarding Human Rights to make sure this segment of the population is granted specific protection and support. Such deeper understanding is also crucial to youth workers/professionals working with multicultural youth, to ensure these professionals achieve the goal to promote social inclusion.

8. Cultural Awareness

Culture is a dynamic system of social rules established by groups to ensure survival. It involves beliefs, attitudes, values, norms and behaviours, explicitly and implicitly communicated among generations. It has the potential to change over time however it is relatively stable in a certain territory (Matsumoto & Juang, 2004).

Moreover, culture can influence people's problem-solving skills, reasoning and working styles, negotiation styles, the way that a person analyse the social/moral context, views about one's own and others' personality, as well as brain activity on different tasks (Miller, 1984; Hamamura et al., 2008; Hedden et al., 2008).

Cultural awareness is the familiarization with social and cultural values, belief system, history and behaviours of another ethnic group. The term cultural diversity is used with the concept of "multiculturalism" and defined as a system of beliefs and behaviours that respects and recognizes the existence of all diverse groups in a society, values and acknowledges their socio-cultural differences and encourages/enables continued contribution within a cultural context. It is essential to ensure harmonious interaction between people and groups since it is one of the roots for economic growth, satisfactory emotional, intellectual, spiritual, and moral existence.

It is important that youth workers/professionals working with multicultural youth are aware about the characteristics of each culture, especially in terms of traditions and beliefs, to have a mutual respect for each person that they are working with. It is important to recognize the similarities and differences regarding communication and attitudes.

9. Linguistic Diversity

Languages define personal identities, but they are also part of a shared inheritance. They can serve as a bridge to other peoples and cultures by promoting mutual understanding and a shared sense of European identity. Linguistic diversity is sometimes a specific measure of the density of language, or concentration of unique languages together. This diversity covers varied types of traits including language family, grammar, and vocabulary. The linguistic diversity of a place, like a country or locale, can be rendered as a numerical measurement, called the linguistic diversity index. The index gives the probability that any given people will not share a first language.

An important element is knowledge. With knowledge comes the ability to modify one's environment to suit one's needs as well as a variety of ways to resist the forces of nature. Most people's knowledge is based upon what they have learned from other people. Experience is a great teacher, but language allows people to communicate their experiences, so many other people can learn from them.

It's especially important for youth workers and professionals working with multicultural youth to be aware of the different languages they speak and the cultures they come from.

10. Intercultural Communication

Intercultural communication can be defined as communication that takes place when a message produced by a member of a certain culture has to be received, interpreted and understood by another individual belonging to a different culture. Culture is strongly responsible for the construction of our individual realities and competences and above all for our communicative behaviour.

Intercultural learning is about the way we perceive others who are particularly different from us. It is about us. It is about our friends and how we work together to build a fair community. It is about how communities can interact to promote equality, solidarity and opportunities for all. It is about encouraging respect and promoting dignity among cultures, especially when some are in the minority while others are the majority.

Intercultural communication training is incredibly important for youth workers and professionals involved in activities with multicultural youth in breaking down cultural barriers and building awareness of cultural norms, as well as enhancing self-awareness and communication skills. This form of communication allows youth workers to adapt their skill set to meet the intercultural collaboration needs; in this context it is important to remove cultural barriers by teaching analysis and interpretation for cross-cultural interactions, including the impact of culture on conflict and communication at various levels.





4. Tutorials



Using interactive material is an efficient way to engage youngsters with any kind of content. During the Youth Connections Project, partners have realised three online tutorials each to facilitate youngsters' remote work during the global pandemic. These can be used by youth workers to train the youngsters with whom they work with, but they can also inspire the creation of new educational material.

[Icebreakers](#)

When it comes to online events, icebreakers are essential. They enable the creation of a welcoming and relaxed environment, and this tutorial presents interactive methods for doing so in fun and innovative ways. Various ideas are investigated in order to assist users in learning how to encourage meeting or online event participants to freely share their thoughts.

[Energizers](#)

Having troubles keeping youngsters focused? This tutorial includes a few pointers on how to keep youngsters fully engaged during classes and events. It will provide users with useful information on various methods and approaches for expanding their knowledge of classes and meeting leadership. It will assist teachers, youth workers and leaders in better understanding the value of inclusive and energetic discussion.

[Organizing online events - tips & tricks](#)

Because of the rapid global digitalisation, international collaborations, and the ongoing health crisis, organizing online events is becoming increasingly important. Even though online events may appear difficult, they can also be very useful resources if carefully planned. The tutorial demonstrates how to successfully execute an online event/meeting. Users are given various tips and advice to ensure that they organize and lead online events in an inclusive and coherent manner. It will assist young workers in

better understanding the significance of carefully planned online events in fostering transnational collaboration.

[How to use the platform "Gather" to facilitate workshops and activities online](#)

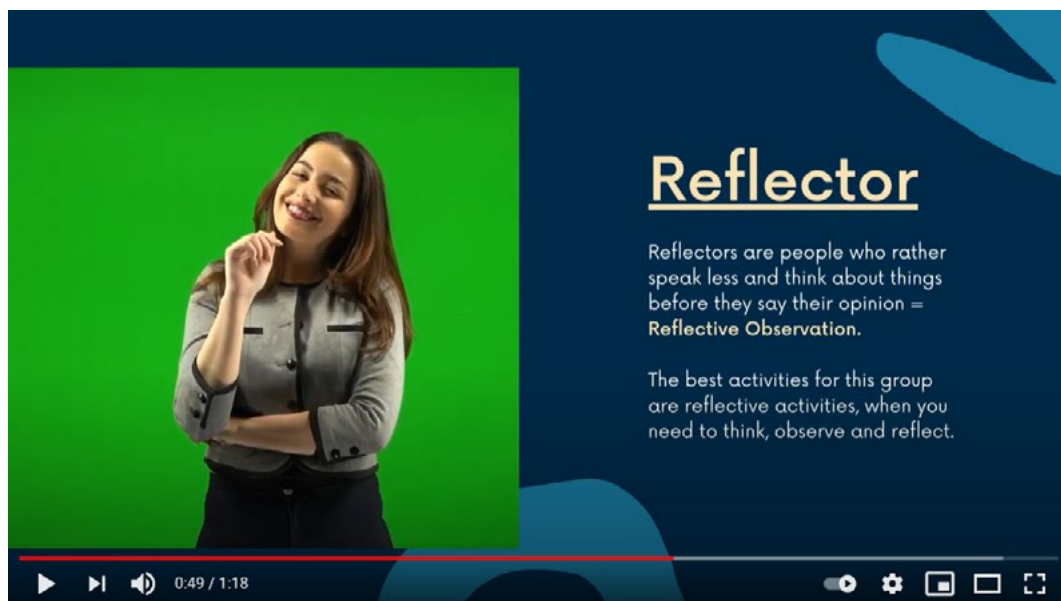
Have you ever heard of the platform "Gather"? If not, then this tutorial is for you. You will learn how to use the platform as an alternative to Zoom to facilitate workshops, activities and roundtable discussions.

[How to relieve stress and anxiety in young people](#)

It is always useful to know a few tricks to relax the youngsters you work with, so that they can feel at ease and comfortable when starting some new activities. This tutorial will guide you through mindfulness and breathing techniques that will help you achieve this goal in multicultural settings.

[Tips to reduce discrimination among young people in workshops](#)

Organising socially inclusive initiatives for young people, such as workshops, can effectively tackle and reduce discrimination. Interested to know how? Check out the tutorial to get some useful insights and tips to facilitate valuable workshops in the best possible way.



[Tips on how to engage young people online](#)

This tutorial provides helpful tips and tricks to attract people to come to online events, using attractive visual methods of advertising in social media as well as understanding their needs depending on age and fields of interest.

[FREE apps and resources to support distance learning](#)

Distance learning can be demotivating, exhausting, and difficult to manage. However, there are some apps and resources that can make it better. This tutorial informs about the apps that are being used for distant studies, some boards for courses, and explains the need of using free sources of sound and music during any kind of presentation or creative work.

How to adapt live activities to online:

Sometimes, due to unforeseen circumstances, live events and activities must be relocated to the online realm. There are a few tools and materials that can be used to help with the transition of these activities from face-to-face to online.

[Animal games](#)

The suggested animal game represents a great icebreaker example, as it allows the activities' participants to get to know each other in a funny yet intimate way.



[Activities on empathy](#)

The tutorial describes an icebreaker aimed at developing empathy and tackling prejudices among the participants. Such activity is particularly recommended for activities and workshops related to social inclusive topics.

[Moodboard for feedback](#)

In this tutorial the moodboard methodology is presented as an efficient way to reflect upon online events/activities and provide feedback in a relaxed and natural way.

[Alternative evaluation tools](#)

This tutorial provides 5 helpful tips to get feedback, evaluate and improve online activities. Such tips will improve your evaluation methods and allow for the development of more efficient future activities.

4. Tutorials

[MOOC Platforms - moodle](#)

The tutorial provides tips for on the usage of the moodle platform, useful in managing and implementing online activities / gathering training materials.

[Engaging the audience](#)

Do you want to know how to engage participants in your online activities? This tutorial offers five useful tips for better engaging youth in online activities and explains why it is critical to ensure that all participants are active and interested in participating.



[Tutorial on how youth workers can use social media](#)

To better engage the youngsters they work with, youth workers can learn how to efficiently use social media platforms and serve this purpose. Through this trailer youth workers can learn what they need to know when it comes to social media platforms and their use in youth work practice, encouraging them to think about the place of social media in their work.

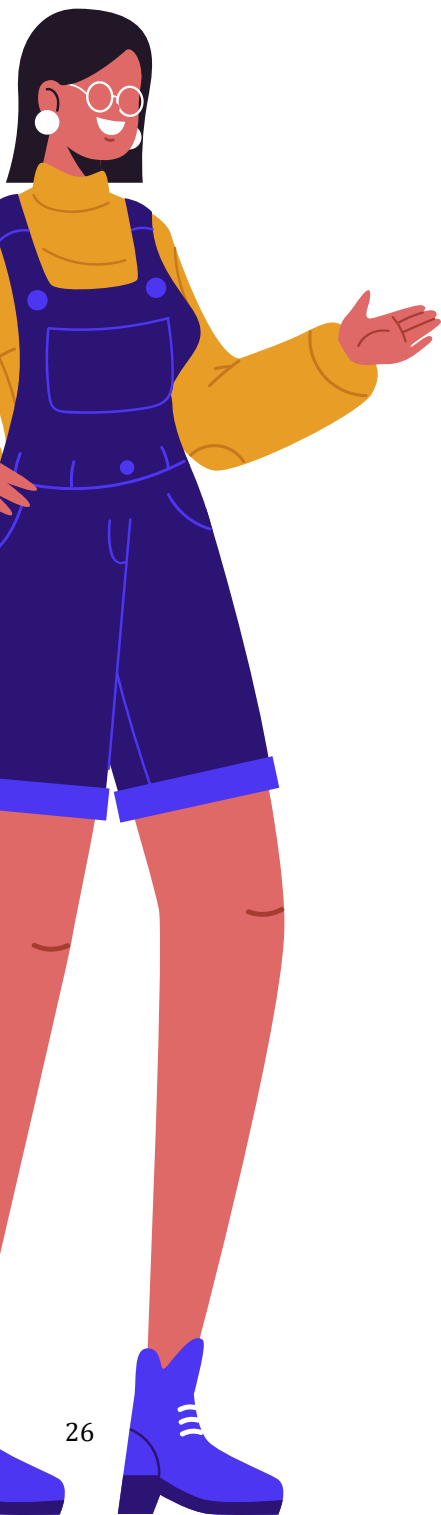
[Ethics in Digital Youth Work](#)

What are the ethics in digital youth work? What can youth workers do to help youngsters navigating the Internet? Find it out on this tutorial and learn about an efficient workshop idea to explore professional boundaries and ethics in digital youth work.

[Tutorial about Digital Youth Work](#)

Digital transformation is greatly affecting our societies and the way we work: youth work is no exception. To better understand how youth work is adapting to the digital era, how it works, what are the outcomes and principles of digital youth work, the organisational development, and the resources available, take a look at this tutorial!

5. Social Media Campaign



We live in an increasingly digital world, and social media plays an essential part in connecting people, developing relationships, and establishing customer service by gathering input, answering questions, and listening to their feedback.

Social media is used by children and teenagers to have fun, make and maintain friendships, share interests, explore identities, and develop relationships with family. It is often a key part of how you connect with friends especially among older teenagers.

Social media can link children and adolescents to global online communities based on common interests. These might include supportive networks - for instance, youth with disabilities or medical conditions, or LGBTQI adolescents. Or they could be sites for commentary, content shared, games, TV series, music or hobbies about particular interests.

For this reason, an effective way to engage the youth with educational material is the usage of social media. Social media communication is the language of the youth: concise, immediate, engaging. Thus, a social media campaign targeted at the youngsters was created to raise awareness about the importance and beauty of multiculturalism.

We share below simple guidelines to take into account when planning a social media campaign. Not every social media campaign will include all of these phases, but they represent a good starting point to reflect on the action plan.

1. Identify the goal of the campaign

The first step is to work with your team on the specific aspects of the campaign. Are you promoting an event? Do you want to do fundraising? Whatever the campaign is, understand the final objective. What action do you want the user or follower to take when they see your post? Is the goal clear, while still being entertaining and share-worthy? Which tools and methodologies will you use to measure the effectiveness of the campaign?

2. Choose your social media channels

What kinds of content will you need for each social media channel? Perhaps a short video for Facebook and Instagram can be effective. If for Facebook you will need a special banner image, for Twitter and Pinterest you will need to focus on the images. Understanding the purpose for each channel is crucial.

3. Plan! Plan! Plan! Have a social media calendar

When running a social media campaign, timing is very important.

Using a social media calendar, you can detail your posts from the beginning to the end.

It is very important to schedule the days of the week and the times when you will be posting content on social channels.

4. Use attractive content with images or videos

Develop meaningful content and match it with creative images. You can find free images on different websites (i.e., www.freeimages.com or www.pexels.com), you can also change them or adapt them with websites or software, such as: www.canva.com and www.designwizard.com, which are great to create a personalized image in a few minutes.

5. Schedule posts

Now it's time to schedule! Once you have worked on the visual content you can schedule the posts. Some social media let you schedule easily, such as Facebook, others ask you to use tools like: Hootsuite, HubSpot and Buffer.

6. Monitor and respond

Don't just set it and forget it! This is not a rice cooker, people. This is a well-oiled social media machine and while it might be running smoothly in the background, you still need to be involved. Part of managing social media like a boss is simply being present on your profiles. With those management tools we talked about earlier, you can set up alerts on your phone. That way, if someone comments on your Facebook post or replies on Twitter, you can respond quickly.

7. Follow up

If your campaign has been designed to promote an event, or the launch of a project, it would be wise to follow up with images and updates. For an event, you could share pictures, feedback...

8. Evaluate and adjust

Social media have different and useful tools to analyse the results of a campaign based on quantitative and objective indicators. You can analyse which post had more shares and reached more people according to the visual content used, the posting times, (early morning or mid-afternoon). Take the most from those tools and use that knowledge to adjust your strategy for the next campaign.

Case study: Youth Connections Social Media Campaign

Youth Connections' social media campaign ran for 10 days (weekends excluded) on the Youth Connections Facebook page, combining interactive materials (quizzes, movies, videos, songs) and informative posts (such as multicultural events happening in partner countries and European statistics on multiculturalism).



5. Social Media Campaign



To get a better reach, it is recommended to re-share the posts: involve your coworkers or - if you are partnering with other organisations - with your partners. Re-sharing is one of the most efficient ways to reach a wider audience and spread the project's message further, and the Youth Connection's social media campaign greatly benefitted from this mediatic strategy.

To make re-sharing even more effective, it is recommended that partners - coworkers would do it simultaneously, so that the social media campaign would get the expected reach in the set time frame. Thus, it is important to agree on the dates and times, taking into consideration different time zones.



Lastly, it is recommended to spend some budget on Facebook ads or other marketing tools, which can greatly benefit the posts reach and, consequently, the users engagement.

6. Online events

Organising fun and engaging events is key to attracting people's attention and promoting cultural exchange. Due to the global pandemic, most of the events had to be held online, but they can still offer some insights on what kind of events can be implemented and how they can be run successfully.

The events were chosen on the basis of interviews with migrants and refugees in partner countries, who expressed their opinion on the best activities to promote social inclusion and multiculturalism.

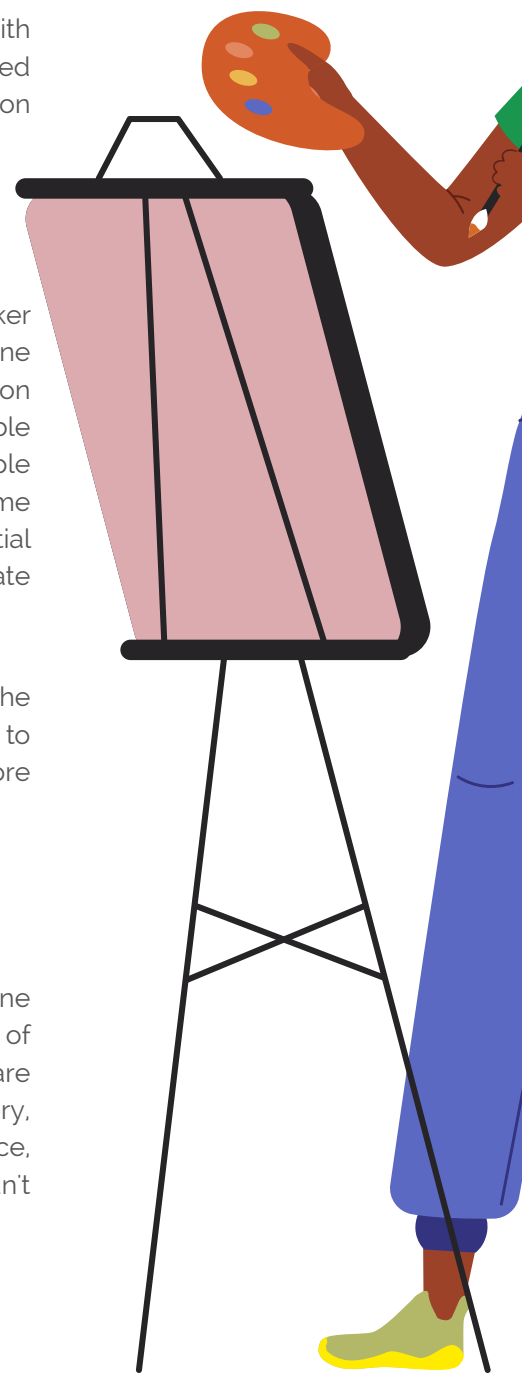
1. Online Zumba

The session started with a "get to know each other" icebreaker where participants briefly said their names and mentioned one thing that they like. Then we delivered a short Zumba session so that all participants could warm up and get comfortable with each other. As it was a bit challenging to convince people to share something, we decided to use a "storytelling" game where we created a story all together starting from an initial sentence, allowing the group to share something and create something new at the same time.

What to improve: The event was good and met the objectives and expectations. However, it was challenging to involve young people and make them feel comfortable. More icebreakers may help to solve this issue.

2. Art Sharing event

The art sharing event was a casual gathering where anyone could share something of their own through any form of self-expression. Each person was given 5 minutes to share something cultural, such as a favorite song, a poem, a story, a drawing, a dance, something about their favorite city, place, or passion, and anything else they wanted to share. You didn't



have to be an artist to share something, and sharing was never mandatory, because the most important thing is active listening.

What to improve: the major challenge was to involve the youngsters and encourage them to share something. Therefore, it would be recommended to start the activity with icebreakers and energizers to create a more intimate and welcoming environment.

3. Language exchange event

The participants were divided into pairs in order to share their experiences on the exact language the other participant was interested in. Mostly, the topic of interest was the English language. Participants asked each other questions about the methodology of fast learning, told some funny stories about inconveniences due to the lack of language knowledge, and shared their sources of language learning. They encouraged each other to use language anytime, to feel free to express themselves, and shared their opinions on multiculturalism, including language differences and similarities in each country.

What to improve: Because of the fact that people were quite tired of online events because of ongoing quarantine situations, it was very hard to attract them to sit in front of the computer and participate in the online event. The number of participants could be increased next time, in order to have a wider communication range, depending on the current situation, maybe using some advertisement tricks or contests.

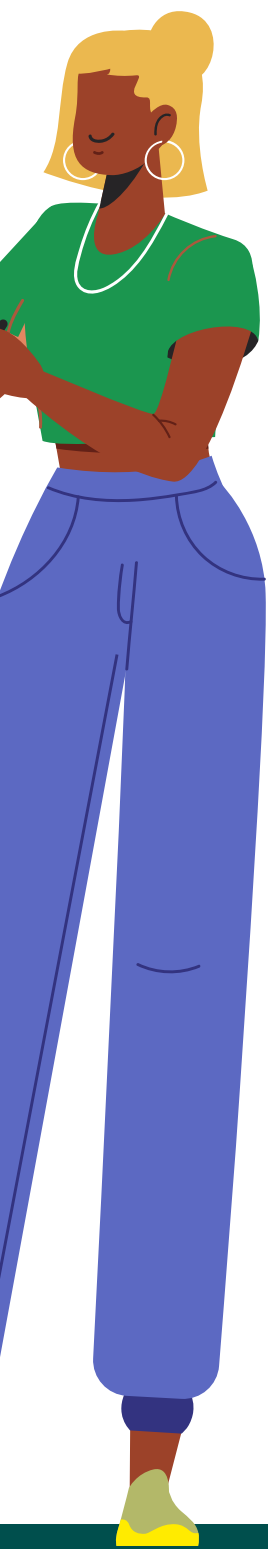
4. Virtual travel experience exchange (Facebook auditory)

Due to the Covid-19 restrictions, the travel event took place online and had a form of online travel exchange among young migrants, which were keen on preparing their next trip, when possible. The participants introduced themselves and told the information on countries they have visited during the last 5 years. They were giving advice on exact country costs, travel options, sightseeing places to visit, describing people's characteristics, cultural differences, what to expect, how to react, etc.

What to improve: It would be better if some of the participants could introduce some travel photos, sharing their screens with others. The event was full of interesting discussions about travel, but without visualization of the most interesting places.

5. Cultural nights

After welcoming the participants, a theoretical background of the organisation facilitating the event and of the events' topics at stake was provided, and the dynamics enabled participants to share knowledge and experiences.



The events were developed remotely using different dynamics, namely analysing pictures, watching a video followed by debate, jamboard, time dedicated to Q&A and to share different opinions and experiences between participants and speakers. The key objectives of the events were the following:

- To have a chance to get to know different cultures while reflecting upon the phenomenon of the white savior complex as well as cultural appropriation.
- To discuss issues related to the importance of multiculturalism, respect and cultural recognition.
- To discuss practical cases.
- To introduce the phenomenon of cultural appropriation and cultural appreciation.
- To know the cultural diversity present in our society.

What to improve: It would be better to have a chance to do it face to face, especially because people could have the opportunity to engage in an informal setting and see different handcrafts and to taste different food from different countries whilst learning interesting facts from different cultures.

6. Lindy Hop Dance Class

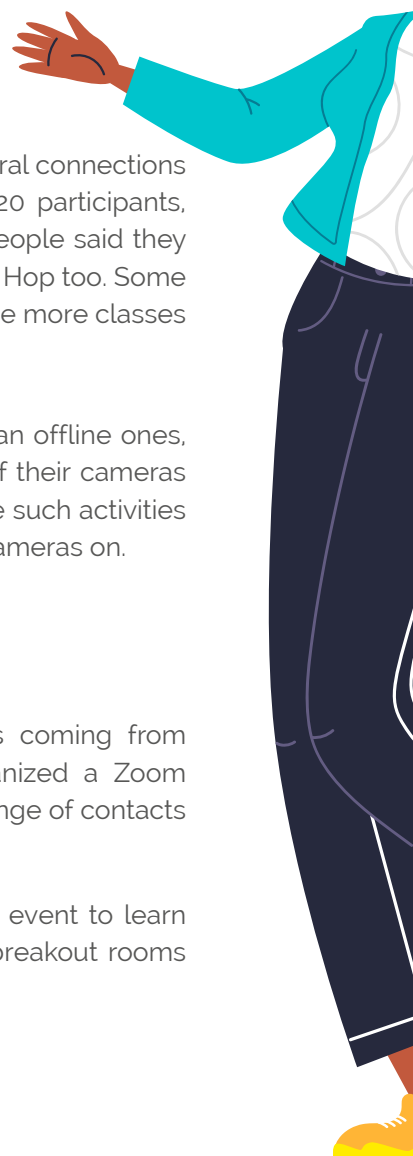
Organising a Lindy Hop class was a great chance to promote intercultural connections in a fun, interactive and innovative way. The event hosted around 20 participants, some were locals and some were foreigners. The class went great, people said they really enjoyed dancing together and learning about the history of Lindy Hop too. Some participants enjoyed the event so much that they asked if there could be more classes like that.

What to improve: online dance classes are a little bit harder than offline ones, as the participation online is a bit more passive, people often turn off their cameras and the overall event feels less personal. It would be better to organise such activities offline, or to ensure all participants feel comfortable with having their cameras on.

7. Language Exchange Event

To promote intercultural dialogue among youngsters and migrants coming from different socio-cultural backgrounds, Active Youth Association organized a Zoom language exchange event and shared registration forms with a wide range of contacts (facebook groups, migrants' emails, etc.).

According to the registration form, 22 participants wanted to join the event to learn Lithuanian, Spanish, Polish, Japanese, French, and English. Different breakout rooms



were created to host different participants according to the language they wished to practice. However, during the actual event, only four participants showed up, and two of them left after a few minutes. Only two participants actually had the chance to practice a foreign language (Spanish and English).

What to improve: due to loosening covid-19 restrictions and good spring weather, it was very hard to attract participants to an online event. The number of participants could be increased next time by attempting to have face-to-face events and sending reminders about the event.

8. Salta Suelta with Cie Lealtad

This event was implemented offline, and it therefore allowed for more improvisation and freedom of movement.

During the event a few energizers and warm-ups were created to familiarise the participants with contemporary dance moves and get to know everyone. Then, they learned some basic Salsa steps, repeated the steps with the music with the teachers' support and performed short group choreography, where boys and girls were separated into two groups facing each other. The choreography was learned step by step and repeated multiple times, and finally, when everyone was ready, it was filmed.

What to improve: the participants mentioned that they would have enjoyed to be more accompanied on the basic steps of the dance, that they would have liked to have more time to interact and exchange with each other after the workshop and have more information about the associations that had provided the workshop.

9. Cooking Session

During this event, participants are invited to cook and then eat together. More specifically, participants are asked to cook traditional recipes from their own countries and families of origin, so that they can be learnt and tasted by people coming from different countries. Questions related to the origin of the dishes should be made in order to promote an intercultural dialogue amongst the participants.

At the end of the "picnic", a debriefing can be facilitated to let the participants share how they feel, what they learnt, how they think that similar events can be reproduced to encourage social inclusion and so on.

What to improve: it is recommended to ask the participants what kitchen utensils they need before the event, so that nothing is missing to prepare the chosen dishes.



7. Conclusions

Engaging youngsters from different socio-cultural backgrounds in activities can help build united, peaceful, unbiased, and secure societies. Excluding them from these processes not only undermines their well-being and contributions but can also impact heavily on the well-being and productivity of younger generations. Enabling the participation of youngsters from all cultures and nationality in society and ensuring that they can engage in and benefit from inclusion processes is essential to achieve equal and diverse societies.

Investing in promoting diversity and inclusion through NGOs, youth organizations, and multicultural events can promote their engagement. When these organizations are appropriately developed and funded, they can also play an important role in service delivery. These organizations can assist in identifying migrants and refugees needing support and long-term care and ensuring that they are successfully integrated into society and have the opportunity to build and maintain the skills continually they need to navigate, benefit from and influence a changing world.

This handbook attempted to provide the users with some technical tools that have been experimented by international youth organisations and that can be used in daily working practices with the youth to promote multiculturalism and social inclusion. Specifically, the handbook shared the Youth Connections project partners' experience and recommendations with a wide range of activities aimed at promoting an intercultural dialogue between the youth and migrants, refugees, and asylum seekers (workshop guidelines, training modules, online events, social media campaign), as well as to improve youth digital literacy (tutorial creation).

With the support and guidance of this handbook, youth workers will be able to get inspired by the many proposed activities and follow the tips and suggestions to engage the youngsters they work with to sensitize them about multiculturalism, diversity, inclusion, and cultural exchange. This work will allow for a smoother transition into new communities and societies for youngsters coming from different backgrounds, and will hopefully contribute to the global effort to create a more diverse and inclusive global society.

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