



STEAMigPOWER

STEAM approaches at higher education for mIGrants, refugees and asylum seekers' emPOWERment

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A2: Guidelines for the EU Civic Integration blended course

WP2: Introductory Blended Intensive Program

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DISCLAIMER

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1. SHORT PRESENTATION OF THE STEAMIGPOWER PROJECT

1.1. WHAT IS STEAMIGPOWER?

STEAMigPOWER is an Erasmus+ co-funded project that aims to address the waste of human potential and talent. It is time to build bridges instead of walls, concentrating efforts on a common goal, not only between EU countries and the incoming communities, but also within and between EU countries, given the large number of migrants they have been receiving in recent years.

Through this project, the STEAMigPOWER consortium hopes to attract immigrants, refugees and asylum seekers to higher education so that they can obtain the training they need to enter the workforce and cultivate the knowledge, skills and values that will lead to continued prosperity and wealth for both themselves and their host communities. The STEAMigPOWER project is coordinated by the University of UMinho (Portugal) with the participation of the Università degli Studi di Perugia (Italy), the Fundació Solidaritat Universitat Barcelona (Spain), the Aristotelio Panepistimio Thessalonikis (Greece), the Middle East Technical University (Turkey) and S.E.A.L. Cyprus (Cyprus).

Further information:

Website: <https://steamigpower.eu/>

Social media:

- Facebook: <http://www.facebook.com/steamigpower/>
- X: <https://twitter.com/steamigpower>
- LinkedIn: <https://www.linkedin.com/company/steamigpower>
- Instagram: <http://www.instagram.com/steamigpower/>

1.2. INTENSIVE BLENDED LEARNING INTRODUCTORY COURSES. STEAMIGPOWER TRAINING PACKAGE

The STEAMigPOWER project has divided its training programme into two phases:

- Intensive blended learning introductory course
- STEAMigPOWER Intensive Programme

These guidelines are part of the intensive blended learning introductory course. It is aimed at migrants and refugees, and in particular women and young learners, and aims to contribute with key elements and strategies to the process of social inclusion of this group. The course will also provide a set of tools to promote knowledge and participation of migrants at different levels (European and national) with a human rights approach/perspective.

As part of an intensive introductory blended learning package, training in digital storytelling is also envisaged, which will enable migrants and refugees to create digital stories to express their ideas, thoughts, creativity and memories of their STEAM learning experiences. This programme will also help participants develop their information and visual literacy in STEAM.



2. GUIDELINES FOR FACILITATORS

2.1. ABOUT THESE GUIDELINES

The idea of these guidelines is to offer a set of tools to support your task as a facilitator on a complex and very personal path and topic such as social inclusion. As you will see, there are specific comments, tips, ... addressed to facilitators. You will find them marked between borders, as follows in this example:

These comments, tips, etc aimed to guide the facilitator in their action, clarify strategies to deal with the group, how to organize the work (in small groups, plenary, etc)

Last but not least, we would like to highlight some key elements of this course, for instance:

- Flexibility
- Adaptability to different situations
- and the centrality of the participant in their learning process.

So, with these elements in mind, STEAMigPOWER encourages you to start reading these guidelines.

2.2. THE ROLE OF THE FACILITATOR

This section will elaborate on the key aspects related to the role of the facilitator.

2.2.1. WHAT IS EXPECTED OF THE FACILITATOR?

It is expected that the Facilitator:

- Create a safe space where participants can develop learning processes and where communication and exchange of views are encouraged in a respectful way.
- Guide the learning process and does not necessarily have to be a subject matter expert.

Taking into account the pedagogical approach, the facilitator will lead and/or support, as appropriate, the discussions by facilitating constructive dialogue based on clear and defined presentations, active learning, collaborative dynamics, etc. The facilitator does not have to provide input to the discussions, he/she has to lead them and contribute to a smooth and respectful discussion.

- Ensure that everyone has equal access to the discussions and encourage this participation in different ways through the different activities proposed or by using other activities compatible with the theme and focus of this course. The facilitator should enable all participants to express themselves and avoid a monopoly of the floor.
- Provide a safe and comfortable learning space in both virtual and face-to-face environments.
- Be proactive. An important part of the course is related to promoting the participation in online and offline activities. This participation will take place in the framework of the class, in the Padlet and also (optionally) in the framework of meetings with local or national entities. In the latter case, the facilitator is required to identify a set of entities and invite them to participate in the



framework of the course. Both the matrix for identifying entities and a proposed charter for participation in the course are incorporated in these guidelines.

Skills needed for the facilitation of this course:

- Digital skills
- Intercultural communication skills
- Conflict management skills
- Emotional intelligence
- Respect
- Open-mindedness
- Resilience
- Adaptability
- Diligence

In summary, the facilitator does not have to be a teacher or an expert in a particular subject, but a person who facilitates learning processes, who motivates participants to learn and discover through activities, exercises, reflections, etc.

2.2.2. CHALLENGES OF A BLENDED LEARNING COURSE

Social inclusion courses for migrants and refugees have different challenges, among them:

- Accessibility of the contents. It means making the course contents accessible to all kinds of people regardless of age, gender, background, disabilities, learning styles, etc.
- Managing diverse groups (in terms of age, background, educational level, expectations, knowledge of the local language,...) means using different strategies to involve participants and engage them in activities, discussions, etc. It also means working on prejudices, stereotypes and biases.
- Accessibility of internet or electronic devices. Promoting the digital inclusion of migrants and refugees is also an issue. Sometimes participants are unable to access content because their internet connection is poor or their electronic devices (computers, laptops or mobile phones) are not ready to support the content. In these cases, it is highly recommended that participants ensure that they can connect to internet networks (their own or public, e.g. in public libraries) with appropriate devices. Information about the requirements for the electronic device to participate in the course should be clear.
- Gap between participants' expectations and the objectives of the training. It is important that, from the beginning of the course, the facilitator clearly states what the objectives are and what the expected outcomes of the course will be in order to strike a balance between the expectations of the participants and the final outcome(s).

Challenges are important. However, it is also important to trust the group and encourage participants to help each other. In case, for example, there are participants who are more skilled with new technologies, they can help those who are not so skilled.



2.3. ABOUT THE COURSE

This course is an open educational resource that aims to inform and raise awareness among migrants and refugees about the EU and the national contexts in which they live, as well as to contribute to creating a sense of belonging and promoting their participation as citizens in different areas and at different levels.

The course will explore key elements and strategies on the process of social inclusion of migrants and refugees. The course will also provide a set of tools to promote knowledge and participation of migrants at different levels with a human rights approach/perspective.

The course includes a range of online materials that can be used in or outside the classroom. In the classroom, the facilitator can choose which materials to use depending on the interests of the group.

The learning objectives of the course are:

- General understanding of the European Union and European values
Identification of areas of participation at European level
- General understanding of the country in which one resides and spaces for participation
- To provide an overview of inclusion strategies in countries of residence.

The course is divided into 3 modules:

- The framework: definitions
- European Union, a place full of diversity and opportunities to participate. This module contains general content on what the EU is, the EU's values and existing spaces for participation.
- A new home in Europe. The section of the course relating to the country in which the migrants/refugees live. This section follows the same structure as that of the European Union, with knowledge about the country and spaces for participation. It also includes an area related to state inclusion strategies and policies and contains a proposal for networking with local entities that promote the social inclusion of migrants and refugees. Finally, this section contains a general table, applicable to any EU country, which will guide the facilitator in the search for information and facilitate the design of a tailor-made course regardless of the country.

The sections of the course follow the same pattern:

- Content area. It can vary between an introduction to the topic or an explanation of the concept or aspect you want to work on with the group.
- Activities/discussions or self-assessment questionnaires. The activities have various levels that are adapted to the pace of the group and can be consulted or carried out by those interested even after the end of the course. The proposed activities are aimed at reflection, as well as the contribution and discussion of reflections. To this end, it is proposed to work in small groups and to encourage debates.

The facilitator can choose the activities and exercises that he/she feels are best suited to the group. Specific tips or guidelines addressed to the facilitator will be highlighted in a box, for example:

The facilitator is advised to form small groups to work on the aspects indicated in the activities.



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Course information will be available in an online space. So the facilitator can point participants to the specific place where they can find more information on the issues covered in the course. The course will count on a Padlet section: : <https://padlet.com/c9539909/steamigpower-padlet-b24tfz5kwf9qiswo> The Padlet is divided in the 3 mentioned modules and there, participants can exchange and share their thoughts, write down answers to different questions, etc. Padlet is very easy to use and very intuitive. For more information please, visit the video: <https://www.youtube.com/watch?v=qqGhcWG6e2g>. Students have this link to explore Padlet: https://www.youtube.com/watch?v=KmJY4j_F8Xc&pp=ygUlCgFkbGV0IHR1dG9yaWFslGZvciBiZWdpbmVycyBzdHVkZW50cw%3D%3D

Tips for organising and conducting small groups and discussions

Organising and leading small groups. This course is based on interaction between participants. For this purpose, work in small groups and in plenary is important. To work with small groups has two main objectives:

- Facilitate the exchange of views and experiences
- Contribute to the interaction and good atmosphere with all and between all the participants

For the organisation of the groups, the facilitator is advised, as far as possible, to contribute to forming heterogeneous groups, so that the members of the groups have the chance to get to know each other and to have interacted at least once with each person in the group.

To organise groups so that people do not coincide, or coincide as little as possible, here are some ideas for group dynamics:

- 10 creative ways of forming groups
<https://www.lee.k12.nc.us/cms/lib/NC01001912/Centricity/Domain/769/10-Creative-Ways-to-Form-Groups.pdf>
- 25 ways of randomly placing students into pairs or groups
<https://teachingenglishwithoxford.oup.com/2018/11/13/25-ways-grouping-students/>

It is advisable to start the group formation with the dynamic 1,2,3,4. The numbers will depend on the number of people in the class group and the number of groups you want to create. If you want to create 4 groups, ask the participants to say the numbers 1 to 4 in sequence. In this way, the first participant will say the number 1, the second the number 2, the third the number 3, the fourth the number 4, the fifth the number 1, the sixth the number 2, the seventh the number 3, the eighth the number 4, the ninth the number 1 again, and so on until the last participant is reached.

This exercise can be repeated to form groups or you can adopt one of those mentioned in the links above. It is important that the dynamics for organising the groups are simple and quick.

For more information on group dynamics and how groups work, the facilitator can consult this short text: https://www.gov.nl.ca/iet/files/CCB_GroupDynamicsGuide.pdf.

When **conducting discussions** or conversations among students, it is important to establish the rules that are to be used and that everyone must follow. These rules should be shared and accepted by the participants. Among the rules to be followed, we proposed:

- Listen carefully to the other person
- Keeping the floor without interrupting
- Use a maximum of 2 minutes for each presentation. Avoid monopolising the conversation



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- All people can express their ideas, and they can do so by speaking, writing, etc.
- All opinions are respectable.
- It is equally respectable to agree or disagree with the opinions
- Disagreement should be expressed in a respectful manner and never introduce elements of personal confrontation.

Facilitator's note:

- The facilitator should encourage an orderly exchange of views and, if necessary, help to order contributions. The facilitator should not value or judge opinions or contributions.
- If the debate drifts into discussion or personal matters, the facilitator can interrupt the discussion and redirect it. If there is no possibility of redirecting the discussion, the facilitator will refer back to the agreed rules.

2.3.1. DURATION AND PLANNING

Course planning:

- Activities to be carried out prior to the course:
 - Design of the dissemination strategy. Templates for flyers and posters and templates for invitations to participate will be provided. A registration form will be created to collect information from participants.
 - Dissemination of the course to migrant/refugee organisations, higher education institutions (secondary education), universities, public administrations (e.g. municipalities).
 - Creation of a Padlet (or similar tool) for the course. The Padlet can be found on this link: <https://padlet.com/c9539909/steamigpower-padlet-b24tfz5kwf9qiswo>. The Padlet will have different sections:
 - **Presentations.** This will incorporate the presentations of the participants and will allow for some interaction between them.
 - **Europe section.** In which participants will be able to incorporate their appreciations or group work to be shared.
 - **State section.** In which participants can upload their individual and/or group exercises.
 - **Opinions and Debates Section**

The Padlet will be active even after the end of the course, allowing participants to retrieve and review content, and even continue interactions.

- 4 working days before the start of the course, the facilitator will contact the participants with the following objectives:
 - to introduce themselves,
 - remind participants when and where the session will take place
 - encourage participants to share a short presentation in the Padlet space
 - Start your participation in module 1. Framework

The course will take place over 5 hours and consists of two distinct parts:

- A first part that will take place during the morning (4 hours long with breaks). During this part, topics related to the concepts, the key elements of the EU with emphasis on the channels of participation, and the key elements of the State in which migrants reside and the spaces for participation will be addressed.
- 1 extra hour for cultural activities.



The following is a proposal for planning the session. This proposal can be adapted to the needs of the participants and the availability of the organisations.

| Weather | What |
|-------------|---|
| 9:20-9:30 | Welcoming the participants |
| 9:30-9:45 | Introduction to the course and expectations |
| 9:45-11:20 | European Union. Participation |
| 11:20-11:30 | Pause |
| 11:30-13:00 | My new country Participation |
| 13:00-13:30 | Wrap-up and farewell |

Depending on time constraints, the course may be offered following other possibilities. ATTENTION! The content of the course may change, particularly with regard to the legal framework or access to certain services. It is important to check and confirm that the links provided are still valid.

2.3.2. TARGET PUBLIC AND ACCESS REQUIREMENTS

This course is aimed at migrants, refugees, and asylum seekers, especially women and young learners (15-18 years old) interested in social inclusion and participation in civil society organisations.

There are no academic entry requirements in terms of knowledge of the course topics. What is required is:

- Attendees express their interest in learning about the topics
- Availability to attend the course
- Level B1/B2 of the local language
- Access to computers or mobile phones to follow the blended learning course

2.4. PEDAGOGICAL APPROACH

The pedagogical approach of the course is based on 4 main elements:

- **Education as a human right.** The [Universal Declaration of Human Rights](#) recognises education as a human right in Article 26. Furthermore, international human rights law guarantees quality education for all, without discrimination.
- **Inclusive education.** UNESCO defines inclusive education as "a process of addressing and responding to the diversity of needs of all learners by increasing participation in learning, cultures, and communities, and reduce exclusion from and within education" (https://www.ibe.unesco.org/fileadmin/user_upload/Policy_Dialogue/48th_ICE/Press_Kit/Interview_Clementina_Eng13Nov.pdf). Universal design for learning is an extraordinary ally in making this inclusive approach a reality. Ultimately, universal design has been defined as "a philosophy of education aimed at providing access to learning and success for all learners" (<https://policytoolbox.iiep.unesco.org/glossary/universal-design-for-learning-udl/>). This means adopting a pedagogical approach that takes into account the different lived experiences, backgrounds, learning styles, conditions, etc. of the learners in the classroom.
- **Human rights approach.** Context of rights, responsibilities and obligations. Non-charity. According to the 2018 Brussels Declaration "Education is a public good and a public responsibility, a fundamental human right and an important basis for ensuring personal fulfilment and for the realisation of other rights essential for peace and sustainable development. Governments have the primary responsibility for realizing the right to education and a central role as custodians of efficient, equitable and effective management and financing of public education accessible to all."



(<https://unesdoc.unesco.org/ark:/48223/pf0000366394>). There is a context of rights, responsibilities and obligations involving states, and according to UNESCO, states have an obligation to respect, protect and fulfil the right to inclusive education (<https://www.unesco.org/en/right-education/state-obligations-responsibilities>).

- **Collaborative and practical approach.** This course is based on a compilation of different concepts, sources and resources with the aim of promoting knowledge of the EU, the host country and, last but not least, contributing to the civic engagement and participation of attendants. The course has a clear practical focus and, in this sense, there are different activities, initiatives and debates to encourage participation.

2.5. ACCREDITATION

Attendance/participation of attendees will be accredited by the project during the project lifetime. It is strongly advisable to issue a Certificate of Participation if you deliver the course at your institution.



3. BEFORE STARTING THE COURSE

As foreseen in the planning, there is a pre-course activity to promote safe spaces and allow participants to get to know each other before the course, as well as to have a preview of the course before it starts ([Module 1. The Framework: Definitions](#)).

For this purpose a Padlet will be opened for the course, an email will be sent to the participants with a welcome text and a proposal to introduce themselves. To do this, the facilitator can use different introduction/ice-breaking techniques. From this course we suggest the following, but you can adopt the one that each facilitator considers most appropriate.

Ice-breaker activity.

The facilitator introduces himself/herself with his/her first name, surname, country of origin and a hobby he/she likes to practice.

The facilitator encourages all participants to introduce themselves in the same way in the Padlet and to immerse themselves in the course content.

Objectives:

- Creating a safe environment
- Become familiar with online applications such as Padlet
- Becoming familiar with the course content

More presentation/ice-breaking dynamics:

- 35 Icebreakers Perfect for Virtual and Hybrid Meetings.
<https://blog.slido.com/virtual-icebreakers/>
- 7 virtual icebreaker games for remote teams & meetings
<https://conceptboard.com/blog/virtual-icebreaker-teams-free-templates/>



MODULE 1. THE FRAMEWORK: DEFINITIONS

The facilitator introduces the module with this first introductory paragraph:

First things first, it is important to familiarise yourself with the key terms and definitions that the course will use. There are different terms and ways of using them. The course will follow the terminology commonly used at EU level.

Facilitator's note: Participants will first think individually about what some concepts mean to them. Then they will read the proposed definitions and finally discuss together what are the differences between the participants' conceptions and the concepts coming from the IOM and the EU.

Activity 1: The facilitator asks participants to choose 3 of the following concepts and try to define them in their own words. An example (perhaps an experience or a news story) can be used to illustrate the concepts.

| Civic orientation course | Inclusion | Social inclusion |
|--------------------------|---------------|-------------------------|
| Refugees | Immigration | Irregular migration |
| Remittances | Asylum seeker | Refugee-like situations |

Activity 2. Participants are asked to read the definitions of the concepts chosen above.

- **Civic orientation course:** A part of (national) inclusion programmes for immigrants/third country nationals legally residing in a host country/EU Member State which aims to impart knowledge and understanding of the host country's fundamental values, legal system, rights and duties of residents, access to the labour market, as well as important life skills that are necessary to participate in society. Civic orientation courses Source: https://home-affairs.ec.europa.eu/networks/european-migration-network-emn/emn-asylum-and-migration-glossary/glossary/civic-orientation-course_en?
- **Inclusion:** A two-way process of mutual adaptation between immigrants and the societies in which they live, whereby immigrants are incorporated into the social, economic, cultural and political life of the receiving community. It implies a set of joint responsibilities for immigrants and communities, and incorporates other related notions such as social inclusion and social cohesion.

Note: Inclusion does not necessarily imply permanent residence. However, it does imply consideration of the rights and obligations of immigrants and of the societies of transit or destination countries, access to different types of services and to the labour market, and identification of and respect for a core set of values that unite immigrants and receiving communities in a common purpose. However, in the refugee context, local inclusion as a durable solution would imply permanent residence, as it refers to the "permanent settlement of refugees in a country of first asylum and, ultimately, the granting of the nationality of that country".

Source: <https://www.iom.int/key-migration-terms>

- **Social inclusion:** In the EU context, inclusion or inclusive participation of both sides (migrants and host societies), which implies that all members of society have the opportunity to participate in social, cultural and political life, fostering a sense of togetherness. Source: <https://rm.coe.int/inclusion-of-migrants-and-refugees-benefits-for-all-parties-involved/1680aa9038>



- **Remittances:** When migrants send home part of their income in the form of money or goods to support their families, these transfers are known as workers' or migrants' remittances.
Source: <https://www.imf.org/en/Publications/fandd/issues/Series/Back-to-Basics/Remittances>
- **Refugee:** (1951 Convention) - A person who owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it.
Source: Adapted from Convention relating to the Status of Refugees ((adopted 28 July 1951, entered into force 22 April 1954) 189 UNTS 137) Art. 1A(2).
Source: <https://www.iom.int/key-migration-terms>
- **Immigration**
From the perspective of the country of arrival, the act of moving to a country other than one's country of nationality or habitual residence, so that the country of destination becomes de facto one's new country of habitual residence.
Source: <https://www.iom.int/key-migration-terms>
- **Irregular migration:**
Movement of persons that takes place outside the laws, regulations or international agreements governing entry into or exit from the State of origin, transit or destination.
Note: Although there is no universally accepted definition of irregular migration, the term is generally used to identify persons who move outside regular migration channels. The fact that they migrate irregularly does not absolve states of the obligation to protect their rights. In addition, categories of migrants who may have no choice but to use irregular migration channels also include refugees, victims of trafficking or unaccompanied migrant children. The fact that they use irregular migration channels does not imply that states are not obliged, in some circumstances, to provide them with some forms of protection under international law, including access to international protection for asylum seekers fleeing persecution, conflict or generalised violence. In addition, refugees are protected under international law against penalisation for unauthorised entry or stay if they have travelled from a place where they were in danger (Convention relating to the Status of Refugees (adopted 28 July 1951, entered into force 22 April 1954)189 UNTS 137, Art. 31(1)).
Source: <https://www.iom.int/key-migration-terms>
- **Asylum seeker**
Individual seeking international protection. In countries with individualised procedures, an asylum seeker is someone whose application has not yet been finally decided by the country in which he or she has lodged it. Not all asylum seekers will eventually be recognised as refugees, but every recognised refugee is initially an asylum seeker.

Source: <https://www.iom.int/key-migration-terms>
- **Refugee-like situations:-** refers to a category of a descriptive nature that includes groups of persons who are outside their country or territory of origin and who face protection risks similar to those of refugees, but for whom, for practical or other reasons, refugee status has not been determined.

Source: UNHCR Refugee Data Finder
<https://www.unhcr.org/refugee-statistics/methodology/definition/>



Activity 3. The facilitator organises the participants into groups of 3-4 people and asks them to discuss the following questions:

- You can pose the following questions to the participants:
 - Do you agree with the terms and their definitions?
 - If you were to define what an immigrant, a refugee and an asylum seeker are, what would your definitions be?

- Support the discussion on the differences found between the participants' definitions and the "institutional" definitions:
 - What are the main differences?
 - What are the most salient issues in the discussion?

Activity 4. Definitions quiz

The facilitator proposes that participants complete the following questionnaire, which is a short exercise to assess the knowledge acquired on the definitions previously worked on. The questionnaire will be completed online and the participant will be able to consult the results.

Taking into account the definitions given by international and European institutions:

1. What does international migration mean, according to the above definitions?
 - a. Refers to a movement of people from one country to another.
 - b. Refers to a change in religion
 - c. Refers to adapting to the culture of a new country.
 - d. Refers to applying for asylum
2. What does the term refugee mean?
 - a. Refers to people fleeing their country in search of work opportunities.
 - b. Refers to people who leave their home and move to some part of their own country.
 - c. Refers to people who flee their country for fear of persecution, e.g. because of their opinions, race, ethnicity, etc.
 - d. Refers to people fleeing their country to be reunited with family members
3. What is an asylum seeker?
 - a. A person seeking asylum in his or her country of origin
 - b. A person who has left the country and is in another country and applies for a residence permit.
 - c. A person who has been granted refugee status
 - d. A person who has applied for international protection and has not yet received a response from the country.
4. What does irregular migration mean?
 - a. Irregular migration does not exist
 - b. A person who, for various reasons, does not have valid administrative documentation that would allow him or her to at least reside in the country.
 - c. A person who is unemployed
 - d. A person who has applied for asylum and has been refused.
5. What does social inclusion mean?
 1. That immigrants should fully adopt the customs, traditions, culture and language of the host societies, forgetting their own customs, traditions and language.
 2. that the host society should treat migrants differently simply because they are migrants



3. That both the host society and migrants have a set of joint responsibilities towards migrants and communities,
4. That all members of society (irrespective of their origin and nationality) have the opportunity to participate in social, cultural and political life, fostering a sense of togetherness.

Answer: 1 a ; 2 c ; 3 d ; 4 b ; 5 c

The facilitator conveys the following message to the participants:
If you have successfully completed 5 out of 6: Congratulations! If not, please review the definitions and concepts and retake the quiz - good luck!!!!

The facilitator offers participants the possibility to explore the concepts further through the following links:

For more information, please visit the following links:

- IOM (International Organisation for Migration): <https://www.iom.int/>
- UNHCR (United Nations High Commissioner for Refugees): <https://www.unhcr.org/>
- EU (European Union): https://european-union.europa.eu/index_en
- Global Compact on Migration: <https://www.iom.int/resources/global-compact-safe-orderly-and-regular-migration/res/73/195>
- Global Compact for Refugees <https://www.unhcr.org/about-unhcr/who-we-are/global-compact-refugees>



MODULE 2. THE EUROPEAN UNION. A PLACE FULL OF DIVERSITY AND OPPORTUNITIES TO PARTICIPATE

MODULE 2. PART 1: INTRODUCTION

In this module 1, the facilitator will find content and activities to be carried out. It is advised that, before the training, the facilitator checks that the proposed links work correctly. If not, the facilitator is suggested to look for similar information online at the European Union website (https://european-union.europa.eu/index_es).

It is advisable to use a projector and a blackboard or wall so that the information, instructions, etc. can be read well.

The facilitator introduces this section and the related activities. Participants are asked to read the text individually and proceed to the activities.

Content

The following topics will be introduced:

- The movement of people, its causes and its impact on the territory of the European Union.
- The beginnings of the European Union

Migration is a human and universal phenomenon. It has always existed. For different reasons, such as wars, famine, job opportunities, family reunification, threats and persecution, environmental reasons... people move from one place to another. In a significant number of cases, the presence of economic, social or political inequalities and disparities are at the heart of individual or mass migration.

The European continent has also experienced such movements of people, sometimes voluntary, sometimes forced. For example, it is estimated that between 1850 and 1913 more than 40 million Europeans left the continent. Thus, Europe was a net emigrant at that time. This trend has changed, but today the European Union (EU) is also experiencing an outflow of people. In 2022, more than one million people emigrated. But from the end of the IIWW to the present, EU countries, in particular the more industrialised ones, have experienced or are experiencing different levels of international immigration flows along with critical demographic, political, social and economic challenges. According to Eurostat, in 2022, non-EU nationals accounted for 5.3% of the total EU population.

But what are we talking about when we refer to the European Union?

The wars that ravaged Europe during the 19th and especially the 20th century, the economic crises associated with them and the demographic decline were phenomena that should not be repeated. This was the seed of today's European Union. The European Union was created with the aim of moving towards a peaceful, economically and socially prosperous Europe.

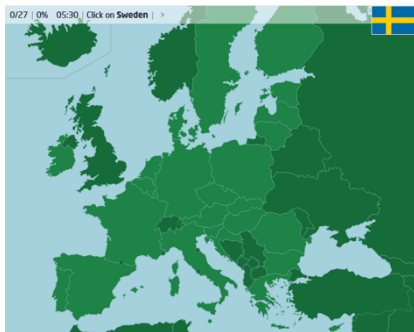
The European Union is a relatively new political, economic and social space. As an institution, it was created in 1992. And it is a political, economic and social project that is under permanent construction and in which all its inhabitants can find a way to participate.

Today, it is made up of 27 countries with more than 400 million people. This means a great variety and diversity of languages, traditions, economies, natural resources, national laws, approaches to life, cultures, religions and so on.



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Activity 1. The facilitator proposes to the participants to carry out this activity: European Union map game. Questionnaire: <https://www.geoguessr.com/vgp/3387>



This game challenges the participant to find different countries of the European Union.

The facilitator invites participants to try this game. Encourage them: As they play more and more, they will get better and better at it!

The activity consists of identifying as many EU countries as possible. Participants will then answer the following questions and discuss them in small groups or in plenary.

- Which countries were easiest for you and why?
- Which ones were the most difficult for you, and why?
- Which one surprised you the most?
- Which country would you like to know more about?

More links related to EU countries and maps:

- https://www.toporopa.eu/en/european_union_countries.html

Then return to the plenary and introduce the following text. The facilitator can explain the text or encourage participants to read it aloud using the whiteboard projection or their own electronic devices.

Being part of the EU also means that these 27 states share, among others:

- **flag** 

The 12 golden stars of the EU flag stand for perfection and completeness. And it is not linked to the number of EU states.

- An **anthem**: "Ode to Joy" from Beethoven's 9th Symphony.
- a **motto**: "In varietate Concordia" which means "united in diversity". It was adopted by the European Parliament in 2000 to summarise the ideals and objectives of the EU.
- a **single currency**: the euro (€). But currently, only 20 out of 27 EU member countries share the Euro. These 20 countries constitute the Eurozone, officially called the euro area.
- **and institutions**. The most relevant EU institutions are the following:



- The European Council
- European Commission
- European Parliament
- Council of Ministers
- Court of Justice of the European Union

Source: European Parliament. Organisation of the European Union <https://europarlamenti.info/en/European-union/organisation-of-the-EU/>

MODULE 2. PART 2: SHARED VALUES

The facilitator introduces the second element that articulates the EU: **values**. This aspect will be worked on in parts: from what values mean for the participant (activity 2) and through the comparison between individual values and the values espoused by the EU. Afterwards, if there is time and the group is very active, the case studies can be proposed. If there is no time, the facilitator can inform and encourage the case studies to be developed individually outside the scope of the course.

Introductory text:

Being part of the European Union also means participating in a set of values. These values are shared or common values in a broad sense, and could be defined as "universal values" that seek to promote inclusion and a sense of belonging to the unfinished project that is the EU.

Activity 2. The facilitator proposes that participants answer the following questions individually and share the answers in small groups.

- Which values are most important to you? Write between 3 and 5 values. Here is a (non-exhaustive) list of values to inspire you. https://www.balancingwell.com/uploads/2/2/0/6/22063438/exercise_valueslist.pdf
- Communities of people (families, villages, ...) also have values. What values do you think a state should protect and promote?

We will now explore the main values that underpin the European Union.

Apart from a flag, an anthem or institutions, EU countries also share principles and values which can be found in Article 2 of the [Lisbon Treaty](#) which states "The Union is founded on the values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities. These values are common to the Member States in a society in which



pluralism, non-discrimination, tolerance, justice, solidarity and equality between women and men prevail".

What do these values mean? The common interpretation of these values¹ is as follows:

- **Human dignity.** Human dignity is untouchable. It must be maintained and preserved, as it is the very foundation of basic rights.
- **Freedom:** Citizens have the right to move and reside freely throughout the Union under the freedom of movement. The EU Charter of Fundamental Rights protects individual freedoms such as respect for private life, freedom of opinion, religion, assembly, expression and information.
- **Democracy:** The functioning of the EU is based on representative democracy. Political rights are automatically granted to all European citizens. Every adult EU citizen has the right to stand as a candidate and to vote in elections to the European Parliament. EU citizens can stand as candidates and vote in their home country or in their place of origin.
- **Equality:** Equality means that all citizens have equal legal rights. Gender equality underpins all European policies and is the cornerstone of European inclusion. It applies to all areas. It incorporates the notion of equal pay for equal work.
- **The rule of law:** The rule of law is the foundation of the EU. Everything the EU does is based on treaties signed by its member countries freely and democratically. The rule of law and justice are upheld by an independent judiciary. The states of the European Union have ceded ultimate authority to the European Court of Justice, whose rulings must be obeyed by all.
- **Human rights:** The [EU Charter of Fundamental Rights](#) protects human rights. These include the right not to be discriminated against on grounds of sex, race or ethnic origin, religion or belief, disability, age or sexual orientation, the right to protection of personal data and the right of access to justice.

Activity 3. The facilitator asks participants to answer the following questions individually or in small groups.

- Which are the values you think have common point between yours and the ones of the EU?
- Which of the values listed above are important to you?
- If you had to rank them, where would you place them?
- Which ones do you share?
- Which ones do you think are important but are currently unfulfilled?

In the plenary session, the moderator will encourage participants to share their findings with their peers and initiate a discussion.

Important: There are values that are aspired to but not yet fulfilled. However, there are organisations working to advance the fulfilment of these values, which are often linked to the fulfilment of human rights.

¹ According to the European Union https://european-union.europa.eu/principles-countries-history/principles-and-values/aims-and-values_en



Depending on the interests of the group and the time available, the facilitator can propose 1 case study for the whole group or can divide the group into 3 subgroups and propose several case studies (1 or 2 for one part of the group and another, for example 3 "youth participation and the EU", for the part of the group made up of young people). The facilitator will propose to the group to work on different cases:

- [Case 1. Cultural diversity and cultural heritage](#)
- [Case 2. Values and human rights](#)
- [Case 3. Youth participation and the EU](#)

The case studies have three levels:

- Level 1. Self-awareness and reflection
- Level 2. Taking action
- Level 3. Share your ideas with...

The case study may require much more time than the course can offer. The facilitator can organise the group into small groups according to their interests and have each group work on one or more of the aspects suggested in the case study. The important thing is to stimulate the curiosity of the participants, to show them that there are European institutions that protect people's rights.

The results, even if partial, can be shared in plenary and can also be "uploaded" to Padlet.

→ Case 1. Cultural diversity and cultural heritage.

The facilitator introduces this case study through the following text and proposes the following sequence of levels to the group, depending on the time and interests of the participants.

Cultural heritage is one of the EU's priorities (<https://culture.ec.europa.eu/cultural-heritage>). The links of EU countries (with each other and with other countries) are very important. And the processes of globalisation are increasing these links. Whether historical, cultural, economic, political, strategic, social, etc., these links often contribute to an appreciation of diversity, although in some cases they may also reflect asymmetries of power and inequalities. The following exercise highlights the cultural links between EU countries and their environment.



At your own pace. Suggested activity. Level 1:

The facilitator proposes participants to access the link on Cultural Itineraries by country (<https://www.coe.int/en/web/cultural-routes/epa-member-states>).

On the link, there is a list of countries (some from the EU and some from outside the EU). It is proposed that either individually or in small groups, they choose a route (it can be close to where they live or in a city/town they would like to visit). Participants should read the information about the route and answer the following questions:



- What do you find most interesting about this route?
- What did you know before?
- What are the values identified in this route?
- What have you learned?

Level 2. Do you want to take action, would you like to create your own route? If so, here are some tips. The facilitator can propose this level if there is enough time for it and if the group is interested in moving forward on the issue. To do so, it is suggested that the key questions are answered.

| Key questions | Your answers |
|--|--------------|
| What are your interests in cultural heritage? Choose an interest | |
| What are the places that are related to your interest? | |
| Describe the place(s) (the country(ies) in which it is situated), the cultural significance of the space or events that took place, the people or communities that were involved and contributed to that event or cultural event or the creation of that space. Identify the time frame in which the cultural event occurred/occurs. | |
| Identify the values or human rights linked to this event or cultural space (freedom of movement, freedom of expression, equal rights between men and women, cultural diversity, etc.). | |
| Identifies the coordinates of the location(s) | |

Level 3. You can create your cultural route using **Create your route** <https://support.google.com/earth/answer/148072?hl=en> and you can submit your ideas to European institutions working on the topic of your interest or submit your ideas to the European Heritage Awards <https://culture.ec.europa.eu/cultural-heritage/initiatives-and-success-stories/european-heritage-awards>.

Looking for inspiration? Visit the following initiatives:

- Interactive map of UNESCO's cultural heritage <https://whc.unesco.org/en/interactive-map/> Here you will find information on cultural heritage around the world.
- MigranTour: http://www.mygrantour.org/en/barcelona_en/ E

→ **Case 2. Values and human rights.**

The facilitator introduces this case study through the following text and proposes the following sequence of levels to the group, depending on the time and interests of the participants.

Our daily life shows us how some of the values, especially those related to fairness or justice, are not or only partially fulfilled.

Level 1. Think of a situation in which a right is not fulfilled (it can be a personal situation or a situation you have learned about through the media or social networks). Describe the situation. Identify the values and rights that are violated (list of human rights). Look for organisations at European level that defend these rights.



Level 2. Do you want to take action? Would you like to contribute to the achievement of certain values or human rights? If so, here are some tips.

| Key questions | Your answers |
|--|--------------|
| What are the values or human rights that matter most to you? Choose one. It is important to note that in many cases the values or human rights are interrelated, making it difficult to choose just one. If this is the case, write up to 3 interrelated values or human rights. | |
| What specific situation do you think of when you refer to a human value or right? Are these values or rights being violated? Is this happening at EU level? | |
| Are there organisations at the European level that denounce violations of human rights or values? How do these organisations denounce these violations: reports, demonstrations, artistic performances, exhibitions, etc.? | |
| How can I collaborate with these European organisations: by documenting human rights violations, by participating in the elaboration of reports, by volunteering,... | |
| Given my interest in the topic and the time I have available, how can I contribute? | |

Level 3. Which are the main European institutions that can channel your issue of interest?

The European Union aims to protect and promote human rights. It does this through legislation and through certain bodies. See the links below for more information:

- Human Rights and Democracy. https://european-union.europa.eu/priorities-and-actions/actions-topic/human-rights-and-democracy_en
- European Parliament <https://www.europarl.europa.eu/factsheets/en/sheet/165/human-rights>

The following is a non-exhaustive list of European human rights organisations or forums:

- European Network of National Human Rights Institutions <https://ennhri.org/>
- European Students' Union <https://esu-online.org/>
- European Migration Forum https://home-affairs.ec.europa.eu/networks/european-migration-forum-emf_en

Looking for inspiration? Visit the following initiatives:

- Include Me Intercultural mediation. Training course. <https://www.includemeproject.eu/innovative-training-course/>

→ **Case 3. Youth participation in the European Union**

The facilitator introduces this case study through the following text and proposes the following sequence of levels to the group, depending on the time and interests of the participants.



Content

There are a significant number of youth-only spaces for participation. These include youth organisations, youth councils and student councils. But young people also have spaces for participation in the European Union. Some of the most important are:

1. **European Youth Portal:** https://youth.europa.eu/home_en
The European Youth Portal provides information at European and national level on opportunities and projects of interest to young people living, learning and working in Europe. This Portal is addressed not only to young people, but also to entities interested in the youth field (youth organisations, youth workers, policy makers, etc.). You can find information on how to get involved in different areas (EU Youth Dialogue, Rights @inclusion; #EUYouth4Peace; intercultural understanding,...); if you are interested in going abroad (to study, volunteer, work, etc.), then its section is "Going abroad".
2. **SALTO** (Support, Advanced Learning and Training Opportunities for Youth): <https://www.salto-youth.net/>
It is part of the Erasmus+ Youth and European Solidarity Corps programmes. SALTO works on different themes, including youth training and participation. If you are interested in participating as a young person in different areas you should check out <https://participationpool.eu/>, run by SALTO, for information on how and where you can participate. A unique opportunity!!!
3. **European Solidarity Corps:** https://youth.europa.eu/solidarity_en
The European Solidarity Corps brings young people together to help develop a more inclusive society by helping disadvantaged people and reacting to social concerns. It provides a motivating and uplifting experience for young people who want to contribute, learn and grow. If you are between 18 and 30 years old and are interested in social projects, this can be a very good option to enhance your skills and start gaining experience.
Find your country https://youth.europa.eu/solidarity/countries-covered_en and take a look at the different opportunities you can find.

Level 1. Select one of these 3 websites and browse through the areas that interest you most. If you feel overwhelmed by the amount of information, focus on one area. Read the information carefully. Answer the following questions and comment on them:

- What struck me the most?
- Would you be able to participate in any of the proposed activities?
- What are my obstacles and my advantages?

Levels 2 and 3. Want to take action? Explore how you can get actively involved in the activity you are most interested in. Find the contact details of the organisation and write an email asking for more information, inspiring stories of individuals, contact information about the offices in your country of residence, among others.

MODULE 2. PART 3: HOW IMPORTANT IS THE EU IN OUR DAILY LIVES?

The facilitator introduces the following text and proposes to the participants to carry out the following activities. The activities will be proposed according to the time available.

Content

Decisions taken in the framework of the European Union affect our lives. It is sometimes difficult to identify in what way, so this activity aims to make visible how elements such as the free movement of persons, monetary policy, European projects to facilitate the exchange of students and knowledge or consumer protection are designed by the EU and implemented in each of the Member States.



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Activity 4. The facilitator proposes that participants identify the areas in which decisions taken at EU level affect our daily lives. To do this, the facilitator proposes accessing the following link and answering the questions posed:

Please, access the following link and answer the questions. [How is the EU relevant to your daily life?](#)

The facilitator proposes that the participants form small groups and discuss the following questions. Afterwards, the experiences are exchanged in plenary on a voluntary basis.

The proposed questions are as follows:

- What elements did you already know?
- What surprised you the most? Why?
- Is there any aspect of how the European Union influences our daily lives that you would like to investigate further? Which one? Why?

MODULE 2. PART 4: MORE INFORMATION ON THE EUROPEAN UNION

The facilitator can indicate that this information can be found in the online course material.

Content

A number of resources are identified below for further information on key aspects of this section.

History of the EU

- European Union https://european-union.europa.eu/principles-countries-history/history-eu_en
- Inclusive European societies: <https://assembly.coe.int/nw/xml/XRef/Xref-XML2HTML-en.asp?fileid=23745&lang=en>
- Migration in Europe. <https://www.europeana.eu/en/themes/migration> Famous migrants. Impact of migration on works of art, migration travel. On this website you can explore stories of cultural heritage in online exhibitions and blogs.
- Collection of maps of Europe. <https://www.europeana.eu/en/galleries/9125-maps-of-europe>

European Union values

- How values come to matter in the European Commission. Jim Dratwa. Politique européenne 2014/3 (n° 45) <https://www.cairn.info/revue-politique-europeenne-2014-3-page-86.htm>

Culture

- Cultural Routes through Europe <https://www.coe.int/en/web/cultural-routes>
- Cultural routes through countries <https://www.coe.int/en/web/cultural-routes/by-country>

Organisation of the European Union

- European Parliament. The organisation of the European Union. <https://europarlamenti.info/en/European-union/organisation-of-the-EU/>

Access to information: https://european-union.europa.eu/principles-countries-history/principles-and-values/access-information_en

Statistics

- Eurostat <https://ec.europa.eu/eurostat>



Employment and participation

- Employment opportunities: EURES https://eures.ec.europa.eu/index_en
- Examples of projects on the inclusion of migrants. https://commission.europa.eu/eu-regional-and-urban-development/topics/cities-and-urban-development/priority-themes-eu-cities/inclusion-migrants-and-refugees-cities_en



MODULE 3. A NEW HOME IN EUROPE

Unlike Common Module 1, Module 2 is designed to be adaptable to any country. Links to information are provided in this module. It is important to confirm, before the start of the training, that the links are active. If they are not, a search for the information will have to be made. This means that the facilitator will have to search for certain information related to the state in which the activity is taking place. For this purpose, the facilitator will have an index of contents related to the proposed activities. Each content is linked to one or more links where this information can be found. It is possible that the facilitator already has the information. In this case, it is important to confirm that the information available is from official sources. It is advisable to use a projector and a blackboard or wall so that the information, instructions, etc. can be read well.

MODULE 3. PART 1: INTRODUCTION

Having explored some elements of the European Union, it is now time to focus the session on the country in which we live. It may be the country where we were born or where we have settled. And to start rediscovering it or to deepen our understanding of its main characteristics, we propose activity.

Activity 1. This is a moment to get to know or deepen the knowledge of the country in which the participants currently reside. This activity is a game that will allow us to get closer to the country and learn new things in a fun and enjoyable way.

The facilitator informs the participants that they will have to design the questionnaires and answer the questionnaires of their peers. The facilitator will accompany the groups by pointing out the areas of information and where to find it. The facilitator is advised to divide the group into subgroups of 2-3 people and together they should elaborate a questionnaire of 10 questions in total. Participants can select 3-5 of the following areas and formulate the questions (up to 10 in total):

- Geography https://european-union.europa.eu/principles-countries-history/country-profiles_en
- Population https://european-union.europa.eu/principles-countries-history/country-profiles_en
- Migration https://home-affairs.ec.europa.eu/networks/european-migration-network-emn/emn-publications/country-factsheets_en
- Society <https://ec.europa.eu/eurostat/cache/countryfacts/>
- Economy <https://ec.europa.eu/eurostat/cache/countryfacts/>
- Environment <https://ec.europa.eu/eurostat/cache/countryfacts/>

Groups can use Kahoot, Mentimeter, etc. or use a sheet of paper and formulate the questions there. The questions/answers can be posed in different ways: multiple choice questions, questions with true or false statements, for example:

- Multiple choice questions (only 1 is correct):
 - Which of these countries has no border with Spain?
 - Portugal
 - France
 - Morocco
 - Italy. Italy is the answer
- Questions with true or false statements
 - In Portugal, Brazilians were the largest group to receive their residence permit between 2019 and 2021.



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- True True Figure on https://home-affairs.ec.europa.eu/system/files/2023-08/EMN_Factsheets2022_PT.pdf
- False.

Note to facilitator: Questions should be designed to promote knowledge of the environment and the country. If you feel that additional questions could be incorporated, please add them. Keep in mind the time allocated for the activity and that the sources from which the data are drawn are official.

- It is advisable to access the following link https://european-union.europa.eu/principles-countries-history/country-profiles_en and <https://ec.europa.eu/eurostat/cache/countryfacts/>
- select the country where the training takes place and enter the addresses related to the overview, statistics or profiles.

Optional activity. To find out more about the countries. Other questionnaires can be completed:

- How well do you know your country? The Guardian quiz. <https://www.theguardian.com/world/ng-interactive/2015/dec/02/how-well-do-you-really-know-your-country-take-our-quiz>
- Get to know European geography. <https://www.britannica.com/quiz/know-your-european-geography-quiz>
- Do you know Europe? <https://www.topuniversities.com/blog/do-you-know-europe-take-our-europe-quiz>

Activity 2. Related to activity 1. The facilitator proposes to participants to write and discuss based on the following questions:

- What are the events that have most caught your attention and why?
- What would you like to know about the country you live in? Where do you think you could find this information?

Activity 3. Now we are going to move to another area of interest: the social and economic situation of your country of residence. The MIPEX index measures the degree of inclusion of migrants in various countries around the world.

The facilitator proposes that you read this extract of the main findings (<https://www.mipex.eu/key-findings>) and look at the map for the country in which you live. Answer these questions:

- What score do you get (the maximum is 86)?
- What kind of perspective on social inclusion does the country you live in have?

The facilitator proposes to work in small groups and discuss the following questions:

- Are there any problems in terms of access to basic rights (health, work, education), equal opportunities (gender gap, political participation,...) or problems related to residence/work permits, among others, that you would like to solve or improve? If yes:
 - What are they?
 - Civil society organisations are likely to continue working on this/these issue(s). Do you know how to approach them directly or indirectly?



MODULE 3. PART 2: CIVIL SOCIETY AND THE DEFENCE OF HUMAN RIGHTS

Introduction

Civil society, and in particular non-governmental organisations, are active on many issues related to the defence of human rights, access to basic services, access to legal services and advocacy for human rights. Each EU country is organised differently, but here are some guidelines that you can explore to find information on protecting and defending human rights:

1. **Local government:** It can be a good starting point to understand how the system of protection and access to basic services works.
2. **Associative life** is very diverse and rich. It is very likely that there are NGOs that are directly or indirectly involved in informing or even acting in your area of interest. You can go to a hotel of organisations or consult the directory of organisations in your municipality, or in nearby municipalities. On the basis of this information you can contact the appropriate organisations.
3. **Universities** can be a point of information and contact with social organisations. If universities have inclusion programmes or programmes working on cultural diversity or research groups working on these issues, it is very likely that they know or have contact with non-governmental organisations and can direct you to them. You can find this information through the Google search engine by entering the name of the university and trying the terms diversity, inclusion, research group or programme. This will probably lead you to an email address. And, from there, you can start asking questions.
4. If the political situation does not make it advisable to explore the country's public administrations or universities, it can turn to the **European Union or to federations/unions/associations with a European dimension.**

Do you want to take action and would you like to solve or improve problems related to access to basic services, equal opportunities, etc.? If so, here are some tips.

| Key questions | Your answers |
|---|--------------|
| What do I want to improve in terms of access to basic services, equal opportunities, etc.? You may find it useful to describe a specific situation you would like to improve and how you would like to change that situation. | |
| What can I do on an individual level to improve the above-mentioned situation? | |
| Are there organisations at municipal or national level already working on the issue(s) you are interested in? Do I have information about their activities (reports, web address,...)? | |
| What do these organisations do? | |
| How can I collaborate with them: by documenting human rights violations, by participating in the elaboration of reports, by volunteering,...? | |
| Given my interest in the topic and the time I have available, how can I contribute? | |



Looking for inspiration? Visit the following initiatives

- IncludeMe Intercultural mediation. Training course.
<https://www.includemeproject.eu/innovative-training-course/>



4. OUTLINE OF CONTENTS FOR THE FACILITATOR

Below you will find an outline of the contents, objectives and resources used for the construction of this module. In the event that the links provided are not active, it is advisable to search for the concepts on the European Union website.

| Content | Target | Resources |
|---|---|--|
| Context | <p>Identification of the main characteristics of a given state:</p> <ul style="list-style-type: none"> ▪ Overview: official language, EU member state, current affairs, figures (geographic size, population) ▪ Political system ▪ Trade and economy ▪ More information, including governmental and statistical profile | <p>https://european-union.europa.eu/principles-countries-history/country-profiles_en</p> <p>https://european-union.europa.eu/principles-countries-history_en</p> <p>https://ec.europa.eu/eurostat/cache/countryfacts/</p> <p>https://home-affairs.ec.europa.eu/system/files/2023-08/EMN_Factsheets2022_PT.pdf</p> <p>Tips for facilitators. To find information, look at official links, e.g. National Statistical Institutions.</p> |
| Human rights and inclusion of migrants/refugees | <p>Identify each state's approach to migrant inclusion.</p> <p>Identify elements to encourage trainees' participation in specific areas of interest.</p> | <p>MIPEX https://www.mipex.eu/key-findings</p> |



5. END OF THE COURSE. JOINT WRAP-UP AND FAREWELL

Tip for the facilitator: It is important to have a space, with enough time, for the wrap-up and the farewell. Mentimeter or post-its can be used to collect the most important ideas of the course.

In the wrap-up, participants are asked to answer the following questions:

- What did you like most about the course?
- What surprised you?
- What else would you like to know about the EU or the country you live in?

With the first 2 questions the facilitator will be able to retrieve basic elements of the course and with the third one they can continue to stimulate curiosity to learn more about the EU and the country of residence, fostering a sense of relevance and participation.

Finally, participants are thanked for their participation in the course and are reminded that all the training material, as well as the material generated during the course, will be available to participants on [STEAMigPOWER website](#).