LAB31

METHODOLOGY
EVALUATION OF THE WORKSHOPS

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November 2019

Graphics and layout by: Pluralis asbl – Rixensart – BE

INDEX

PART II - EVALUATION OF THE WORKSHOP

The time for oneself is, without a doubt, one of the most important conquests of the human being. The possibility of using your free time for a healthy, creative and pleasant leisure is one of the most attractive and promising ways to feel free and live fully.

From children's play, which is for the child the space of leisure by excellence, to the different forms of play with which adults relate to the world, the human being has the possibility of feeling as if he were his own and of enjoying part of his time, that which is free from personal and social obligations, responsibilities and conditioning.

However, in spite of the many possibilities that are offered to us as a form of personal enjoyment, it is not always possible to experience an enriching leisure experience and it is necessary to have a personal preparation in order to be able to fully enjoy leisure activities adapted to the characteristics and needs of each person and according to the different stages of life.

In a way, we can say that the capacity for play is present throughout life, showing itself under different ludic aspects of creativity, development of hobbies individually or in groups, artistic and cultural productions or, simply, development of modest personal interests, which constitute that "time for oneself and for the relationship with others", so necessary for the achievement of personal balance and health and for full social integration.

It is necessary to take into account, however, the existence of difficulties that can arise throughout development and that prevent or hinder the acquisition of this capacity for healthy enjoyment of leisure time. These difficulties are as great or greater in the case of unaccompanied immigrant minors who have recently arrived in the host country. The gradual recovery of this time for oneself, of this freedom to direct one's own impulses and behaviour, is therefore essential in any process of integration into host societies.

The challenge to which this programme is intended to help respond is precisely to provide this population with the means, support and resources necessary to facilitate the complex transition from a situation in which the 'use of free time' has deteriorated deeply or is virtually non-existent and in the process to help their gradual integration into the host societies.

CHAPTER 1. JUSTIFICATION OF THE METHODOLOGICAL FRAMEWORK

- The achievement of full social integration makes necessary to develop lines of action aimed at promoting their incorporation and normalised adaptation to the different social contexts in which they operate on a daily basis: educational, social, leisure, etc.

- Education in leisure time is a powerful complementary work tool to formal education. The good practices collected in this regard demonstrate their effectiveness in integrating young people of immigrant origin into our society.

- A significant percentage of people assisted in hosting centres and organisations working for the integration of immigrants into host societies have difficulty in discovering their own interests and participating in leisure, enjoying everyday life and using their free time in a satisfactory way. They
have suffered an important process of deterioration in their relational capacities, presenting important deficiencies that have led them, in many cases, to a situation of progressive social isolation.

From this perspective, it is necessary to stimulate and channel interests and hobbies and seek a change in lifestyles, leisure activities and ways of relating, through individual and group strategies that allow the incorporation of learning and skills aimed at achieving constructive leisure in contexts far from the isolation and ghetto environments.

CHAPTER 2. LEISURE CONCEPTUAL FRAMEWORK

- Starting from a general vision of leisure, this is conceived as a way of using free time (that which is not dedicated to work or to other biological, family or social obligations), through a free choice that is gratifying to the individual and is lived with dynamism and in a critical way.

- It is in this sense that leisure is considered enriching and an indispensable element for human development. It also acquires a clear social function, since it is a Right of every citizen, of which no one should be deprived, since it provides personal satisfaction and improves their quality of life. However, this right to creative and constructive leisure acquires a special meaning when it affects people with limitations of any kind, and thus becomes a fundamental element in encouraging their social integration.

- Therapeutic Leisure: defined by the use of recreational activities to produce a therapeutic effect on the social, physical, emotional and cognitive spheres of individuals with special needs. On the other hand, leisure education would be a dynamic and participative process of action through which strategies are structured that guide the practice of physical, intellectual or leisure activities that allow the individual to continue training and growing as a person, while facilitating and acting as a means of social integration.

- Leisure functions:

  o It promotes the development of autonomy, the ability to decide and choose.
  o It develops social skills and helps to mature the person.
  o Encourages creativity
  o Awakens the capacity for playful enjoyment.
  o It promotes the recovery of self-esteem and self-confidence.
  o Facilitates social inclusion and integration
  o It promotes well-being and personal satisfaction.

CHAPTER 3. TARGET POPULATION AND SPECIFIC NEEDS

- Unaccompanied and accompanied Foreign Minors from 6 to 18 years old.

    o Traditionally, the concept of unaccompanied migrant/younger includes the following features (VVAA, 2004):
        ▪ (a) children and adolescents under 18 years of age
        ▪ b) in migratory process, alone or accompanied
        ▪ (c) outside their country of origin, separated from persons who, by law or custom are in charge of
        ▪ (d) who have acceded to the country of destination by means of an application for asylum or in a form other than an application for asylum irregular.
    o "Children and adolescents under the age of 18 who are outside their home country of origin and are separated from both parents or from a person who by law or otherwise is not a child of the country of origin. and the custom was to take care of them. Some of these children are totally while others live with other family members. Minors do not may have applied for asylum for fear of persecution, persecution, torture or other cruel, inhuman or degrading treatment or punishment. lack of protection from human rights violations, armed conflicts and/or serious disturbances in their country of origin. Some of them may have been travelled to Europe fleeing situations of severe poverty. Many of these children have lived through terrible experiences and have survived terrible circumstances. extreme hardship" (UNHCR, 1997, p. 21).
- On the other hand this methodology is addressed to:
    o Educational teams of the centres that provide assistance for foreign minors.
    o Organizations (NGOs) working with immigrant children.
    o Community resources.

- The programme must be flexible enough to allow it to be adapted to the different profiles of young immigrants, to their way of live and understanding of their leisure time and to the more or less appropriate use of their free time.

CHAPTER 4. OBJECTIVES OF THE PROGRAMME

4.1 GENERAL OBJECTIVE

    o The aim of the Programme would be to promote the use of leisure activities among young immigrants on the basis of their individual personal needs as a normalising and facilitating instrument for social integration, by designing strategies aimed to develop their personal, social and cultural skills and facilitating personal growth, learning, culturalisation and socialisation.

4.2 SPECIFIC OBJECTIVES

    o To obtain an individual and group diagnosis of the situation and needs regarding the leisure activities of young immigrants in the different host communities in the partner countries of the project.
    o To increase the motivation for the use of creative leisure, taking into account their abilities, the vital moment in which they find themselves and respecting the rhythm of change of each one.

- o Improve the preparation and training of users for the management of leisure so that they can perceive it as a space in which to combine learning, creation and fun. A space that goes beyond mere "pastime" to be a motive for growth, personal expression and encounters with others.
- o To develop the social dimension of leisure by stimulating participation in the closest community environment through the promotion of activities of a participative and relational nature, in such a way as to promote interpersonal relations in normalised environments and outside the usual environment of social isolation.
- o To guarantee the knowledge and use by users of the means and resources that can be accessed to develop a healthy and creative leisure, especially those of the closest environment (sports centres, swimming pools, cultural spaces, libraries, museums, outdoor spaces, parks, etc.).
- o To promote the experiences of the partner cities in the project as open and healthy cities, with resources and activities to access, encouraging users to participate actively in the cultural and social life of their neighborhood or community environment.
- o Develop an evaluation system that facilitates a better knowledge of the processes and results, as well as the incorporation of measures adjusted to the new needs detected.

CHAPTER 5. METHODOLOGY AND STRATEGIES

- To achieve the objectives of the programme, it is necessary to work within the framework of a participative, open and flexible methodology and with strategies that facilitate leisure activities, in a space of trust and collaboration with users, facilitating an empathetic and close relationship with them:
  - o Promoting rewarding leisure alternatives.
  - o Educating for leisure from creative contexts and spaces.
  - o Teaching how to program and occupy leisure time in an appropriate way.
  - o Taking into account the characteristics and individual needs of each person.
  - o Being flexible in the face of the different leisure proposals that may arise from both the individual and the context.
  - o Promoting active participation and shared leisure.

CHAPTER 6. ACTIONS OF THE SOCIAL INTERVENTION PROGRAMME

- Informative actions: activities carried out in the partner organisations aimed at providing users with information on the cultural (cinema, theatre, visits to museums, exhibitions, etc.), sporting, open-air or recreational (games, parties, etc.) activities available in the host community.

- Awareness-raising actions: motivating users to join the different activities developed within the framework of the leisure programme and, at the same time, raising awareness among public services promoting this type of activity so that they can facilitate access to them for our users.

- Community intervention: to promote agreements with other municipal areas and public or private institutions that facilitate and promote the participation of users in leisure resources and programmes and agile access to them.

- Individual intervention: elaboration of a personalized itinerary of leisure and free time, adjusted to the user (If possible due to their certain family and legal circumstances).

- Group intervention: promotion and creation of a specific leisure group ("Leisure Workshop"), in the framework of which different modules will be developed to cover the needs of the programme.

- Intervention with users within the framework of this programme is understood as an individualised, dynamic and interdisciplinary process, capable of adapting to the different rhythms of each person, so that, starting from the initial situation of each of them and their interests and initial motivation, it facilitates the performance of different types of activities in order to facilitate, enrich and energise individual capacities for enjoyment and social integration through healthy leisure.
- Once the situation of young people in relation to free time and their particular interests has been identified through the first diagnostic workshop, (that we will explain later in detail) the advisory committee made up of experts, trainers and youth technicians from each of the partner countries, the committee will be in charge of designing specific leisure and free time workshops for the young people of each of them, taking into account the needs, interests and motivations that have been identified through the first diagnostic workshop carried out with the young people of each of the project partners. These workshops would have their own individualized methodology, their own objectives, professionals involved, duration and evaluation. An example of a workshop sheet is attached as ANNEX VI. An example would be:
    o If the first workshop has concluded the need and interest of young people in sport and art, the advisory committee could develop 2 workshops of 2 hours each per week for 10 weeks on creativity and sports activities. It will be the advisory committee, in view of the data collected in the first diagnostic workshop, that will elaborate the structure, objectives and concrete methodology of the workshop.

7.1. EVALUATION OF THE INITIAL SITUATION OF THE YOUNG IMMIGRANT IN RELATION TO LEISURE

   o One instrument that can help to carry out a systematic collection of information may be the leisure assessment questionnaire, which is included in ANNEX II. However, any other system of records that facilitates the appropriate treatment of the initial assessment data and allows us, in relation to them, to draw up the baselines of the intervention and the programme to be followed with each person may be useful.
   o As key aspects in this collection of information for the initial assessment of young immigrants, we highlight the following:
     - The young person's knowledge/awareness of the importance of doing/enjoying appropriate leisure activities.
     - Initial motivation towards the topic of leisure.
     - Adequate capacity for the use of leisure and the incorporation of leisure activities into their lives.
     - Ability to enjoy leisure independently.
     - Ability to enjoy leisure activities in the company of others.
     - Degree of knowledge and use of the leisure resources of the environment.
     - Availability of means to carry out leisure activities.
     - Ability to plan leisure activities.
     - Perception of personal self-realization and autonomy.
     - Carrying out activities that increase physical capacities.
     - Carrying out activities that increase intellectual capacities.
     - Carrying out leisure activities in the family environment.
     - Carrying out activities that develop social relationships.
     - Carrying out activities that help to develop creativity.
     - Ability to handle leisure activities at no cost.
   o All these key aspects, obtained through the first diagnostic workshop, should be evaluated and measured by each of the national coordinators of the project through a report that collects the results.

7.2 DESIGN OF THE PERSONALIZED INTEGRATION PROGRAM THROUGH LEISURE

- o Design of objectives and actions that are considered adequate for the achievement of an adequate social integration and a richer and fuller life.
- o It will take into account both the weakest or most deficient points on which to work and the strengths or weaknesses of each individual, on which to build the planned interventions.
- o Do not lose the public concerned and provide at the same time a large offer which meets the expectations of the target group.
- o The number of sessions would allow to discuss the themes of reflection and keeping time for sports / cultural activities.

7.3 DEVELOPMENT OF TASKS AND ACTIVITIES AND FOLLOW-UP.

- o It is time to put into play the different resources designed within the framework of this programme, such as the leisure workshop, and to use those other leisure resources that the city offers in its different facets: sports, cultural, recreational and recreational resources, etc. The exploration of the resources of the environment by the users of the programme is also a fundamental activity at this stage in order to advance the objectives of the programme.
- o Thus, among others, they can be used:
  - Recreational and leisure activities: simple, rewarding and successful activities for the participants (outings to attractive areas of the city or its surroundings, visits to leisure or recreational areas, etc.).
  - Physical-sports activities: exercises that help to release tension, channel energy, body awareness, balance, coordination, relaxation, social relations with young people in the host community.
  - Cultural activities: Visits to cultural centres, museums, exhibitions, participation in cultural activities in the neighbourhood, film forum, etc.
  - Cognitive activities: Activities of gradual complexity that require attention, concentration, problem solving, etc.
  - Creative activities: activities that require planning, organization and adjustment in terms of time, material, space, etc.

- o All the activities implemented under this programme will have to be monitored continuously.

CHAPTER 8. EVALUATION AND MONITORING

The programme evaluation process should be designed and adapted to the specific way of implementing the programme in the different partner organisations, depending on the specific needs identified in each of them and also on the resources available, both internal and external. This section offers a series of elements that can be useful to guarantee a good monitoring of the programme and to be able to introduce in it, throughout the process, the necessary modifications and nuances, incorporating measures adjusted to the new needs detected, which can improve and adapt it continuously.

The evaluation of the programme should make it possible to assess systematically and objectively the relevance and success of the actions included in the programme for the achievement of the objectives set.

DIFFERENT TYPES OF EVALUATION:

8.1. EVALUATION OF THE PROCESS

- o to know all the activities that are carried out to try to reach the objectives of the program. Indicators:
  - Number of initial interviews conducted.
  - Number of leisure programmes carried out in the organisation.
  - Number of users who carry out activities in external resources.

8.2. EVALUATION OF RESULTS

- o we aim to know the effectiveness of the programme, measure the results and the effects it is producing on users in all aspects related to the objectives we had set. The aim would be to find out about the changes that occur in the users of the programme, which mean a significant improvement in the way they use and manage their leisure time. Indicators:
  - Number of users who learn to identify their own interests in the leisure area.
  - Number of users who manage to access normalised leisure resources by themselves.
  - Number of users who manage to plan and organize their free time properly.
  - Number of users who manage to manage their free time independently.
  - In order to be able to evaluate individual changes, a pre and post questionnaire model is offered (ANNEX II) that will allow us to measure the starting situation of each user who joins the leisure program (or the leisure workshop if we only want to measure the influence of the workshop), and that we will use again at the end of their stay in the program or workshop, so that we can know the changes produced. List of variables and items included in the questionnaire.
  - This system allows us, in addition to knowing the weakest or strongest areas, to obtain an overall score, which will give us an initial measure of their situation in terms of leisure, while also allowing us to know if there are positive changes in this situation during the implementation of the program.

8.3 SATISFACTION ASSESSMENT

- o The satisfaction assessment will allow us to gather and assess the user's opinion and assessment of the programme's activities. This type of evaluation requires qualitative methodologies that allow contact, in a climate of trust, with the perceptions, beliefs and expectations of users in order to know which aspects of the process and its results are best received and why.
  - Fidelization
  - (ANNEX III), a model questionnaire applicable to the leisure workshop.

- The workshop is based on some basic principles that take into account the need to provide information and guidance and to encourage motivation and awareness of potential workshop users towards the proper use of leisure. The ultimate objective of all this is to facilitate their social integration through of their approach to culture, music, creative activities, sports, leisure activities, etc., as a vehicle for promoting active participation in the life of the community, together with the rest of the citizens.

OBJECTIVES OF THE WORKSHOP:

GENERAL OBJECTIVE:

- o To promote the use of leisure among the participants in the workshop as an integrating element by means of the design of strategies aimed at developing their personal, social and cultural abilities and facilitating personal growth, learning, critical spirit, cooperation, culture and socialisation, all of this through the advantages provided by the experience of group work and the performance of group leisure activities.

SPECIFIC OBJECTIVES:

- o To make participants aware of the importance of the proper use of leisure and free time, so that they understand it as a standardizing element, fundamental for their personal development and full social integration.
- o Serve as a bridge so that users, through healthy leisure, know, access and enjoy community resources.
- o To motivate and channel the interests of the participants in this field.
- o Discover and develop personal skills.
- o Encourage the participants to adopt an attitude of initiative and the use of normalized resources for leisure and free time in the city.
- o Encourage participation in the life of the community through contact and the use of leisure resources in an individualized and responsible manner.

TARGET POPULATION:

- o Unaccompanied Foreign Minors
- o Young immigrants 14-25 years old
- o Local young people between 14-25 years old

FORM OF ACCESS:

- o It is advisable to make a prior selection, in order to ensure as far as possible both the suitability of the candidates and their interest in the subject.
- o The selection criteria should be as inclusive as possible, giving preference to those children who, due to their special risk of social exclusion, have been derived from some of the foreign childcare Centres. The gender balance and the balance between foreign and local youth will also be taken into account in the selection of participants. In all other cases, participants will be selected in order of registration

up to the maximum number determined or through another selection criterion established by the national coordinator.

o The information previously provided by the technical teams can be complemented with a personal interview that allows:

- Collect the personal and social data of the user.
- To inform users about the objectives to be achieved, the requirements for attendance and participation in the group, as well as any doubts or aspects that the participants wish to clarify.

o Once you have decided to participate in the workshop, you can take advantage of this moment to pass the pre-test questionnaire (APPENDIX II), which will allow us to evaluate their starting situation with respect to their experience and practice of leisure.

METHODOLOGY

o **1.1 General issues**: The workshop is developed in group sessions, tutored by social workers of the centres, following an eminently practical, agile, active and participative methodological approach, for which it will be adapted to the characteristics of the participants.

o In the group, **active listening**, interaction, communication and participation of the members will be promoted, avoiding value judgments about the experiences or opinions expressed by the participants.

o **1.2 Techniques of group dynamization:**

- Presentation and animation: These are used to develop participation and create an atmosphere of trust, both at the beginning of each session and at times when it is convenient to relax the atmosphere or rest.
- Thematic analysis: Techniques such as brainstorming, pair dialogue, discussion subgroups, poster or mural making, or case study resolution can work well in this area.
- Drama activities: They make it possible to analyse different attitudes and relationships in the face of specific situations or events. Techniques such as role-playing can be useful here.

o **1.3 Material supports**: The work of the workshop sessions may be supported by different materials that facilitate the presentation of the contents, their comprehension, the participation of users, etc. Newspapers, magazines and other written information, advertising, internet, telephone, videos and any other support that may be of interest may be available.

o **1.4 Other Features:**

- Semi-closed group: The aim will be to ensure that the participants who join the group are the same as those who finish, except for the changes that may occur at the beginning (dropouts and new incorporations), until a more or less stable group is achieved, as this generates a climate of greater confidence, which facilitates communication. The number of participants considered optimal ranges from twelve to fifteen. It is best to allow two or three sessions for the group to be definitively formed.
- Framing: The workshop is designed to work on the 5 selected thematic areas plus a farewell session, so the minimum necessary to work on all the topics will be 6 sessions. The number of sessions can be adapted to the situation of each group, so that it may be necessary to extend some sessions or, on the contrary, to reduce some, if it is not considered necessary to work on some of the selected areas.
- Frequency and duration of the sessions: A working proposal, which may be useful, is to carry out one or two weekly sessions of two hours, whose schedule can be set in a flexible way according to the needs of the group of participants.

- Development of the workshop sessions: Each session is defined by three moments:
  - Opening: The first session will take advantage of this moment to make a presentation of all the participants and the facilitators of the group. In this first session, the way in which the work is to be done and the topics to be dealt with will be discussed in order to place the members before the group task. The second and subsequent sessions begin by gathering the participants' impressions of what they had worked on in the previous or previous sessions.
  - Development: This is the interaction between the participants and the development of the thematic contents planned or the practical activities proposed.
  - Closing: A brief summary of what has happened should be prepared and, if the group coordinator deems it appropriate, some practical work can be recommended or indicated outside the workshop, which will be reviewed at the next meeting.

- **1.5 Thematic areas of the workshop**: Before the start of the first session of the workshop and after the presentation of the workshop, it should be ensured that the 'pre questionnaire' (ANNEX II) has been delivered on to all participants and will be passed on again as a 'post questionnaire' at the end of the last session, together with the satisfaction questionnaire.
  - 1. Importance of leisure and free time
  - 2. Leisure, roles and cycles of life
  - 3. Strengths and weaknesses in the area of leisure.
  - 3. Access to leisure services and resources and motivation for participation
  - 4. Planning of the leisure time and the different participative workshops.
  - 5. Farewell and evaluation
  - The order of the treatment of the topics can be altered, except for the farewell and evaluation session, depending on the needs and situation of each group. Each of the thematic areas can be developed in one or several sessions, so the group coordinators will select the activities they consider most appropriate to work on the objectives and contents of each thematic area.

THEMATIC AREA 1. "IMPORTANCE OF LEISURE AND FREE TIME"

OBJECTIVES:

- To promote an atmosphere of trust among the members of the group.
- Motivate them to value the importance of leisure in their lives.
- To awaken the interest of the participants in an adequate use of leisure and free time, as an essential element for personal well-being and social integration.
- To arrive at a personal and group definition of leisure and healthy leisure.

CONTENTS:

- Conceptual framework of leisure: characteristics, functions and meaning.
- Positive effects of leisure.
- Personal values.
- Values of today's host society.

- Get to know us
  - Example: Each of the members introduces themselves to the whole group saying their name, a quality that begins with the initial of their name and what they expect from the group, clarifying what they are most interested in and for what.
- "The auction"
- How I spend my free time and what the consequences are for me.
  - Example: Each participant writes on a piece of paper what they do in their free time and the experiences they lived in that time. They are read and discussed in the group. They are divided according to whether they contribute to different aspects or values: traditional, directed to the interest of the "other", directed to personal benefit.
  - It can also be analyzed in the group what we pursue with these activities: having fun, entertaining ourselves, having social success, enjoying the present, relaxing, acquiring new knowledge, being creative, improving our health, relating to other people, developing as people, and so on.
  - Another type of analysis could be the type of social values that activities can promote: solidarity, tolerance, cooperation, effort, the capacity to save, discipline, individual freedom, the capacity to face challenges or strive to achieve a goal, and so on.
- Definition of Leisure
  - Example: Participants will complete these sentences individually:
    - For me leisure is ....
    - What I value most about my free time is ...
  - Finally, you can share what you have written individually or in pairs, or you can summarize the most important contents and conclusions that the group has reached, with the aim of getting as close as possible to a definition of the concept of creative and healthy leisure, in which we can combine learning, creation and fun.

THEMATIC AREA 2: LEISURE, ROLES AND LIFE CYCLES.

OBJECTIVES:

- Reflect on leisure and free time activities in relation to roles (including gender) and life cycles.
- To discover the importance of the appropriate use of free time in our health: benefits that it brings to children and adolescents.
- Develop a critical attitude towards one's own leisure time.

CONTENTS:

- Personal roles and leisure.
- Different types of leisure.
- Leisure time with the family.

- o "Present, past and future of my leisure"
  - Example: A "questionnaire on occupation of free time" is provided, which contains 56 different possible leisure activities: games, sports and physical activities, outdoor activities, craft, artistic, cultural activities, etc. Participants should mark an "X" for the activities they currently do, used to do in the past, or would like to do in the future.
  - The questionnaire can be completed prior to the session (delivered in the previous session), or it can be done in the same session. In any case, the fact of thinking about the different activities can give rise to a group discussion of the participants' impressions about the changes in their way of enjoying leisure and about their possible interests in this area.
- o "Leisure in my family"
  - Example: The following phrases are proposed in a dynamic way, to be completed by the participants of the group:
    - From my parents I have learned, about how to spend free time, things like...
    - In my family we do the following leisure activities together: ...
    - I would like to do these leisure activities with my family…
  - The group's comments can be completed with questions:
    - Do you consider it important to create spaces for family leisure?
    - Which of these statements do you think correspond to family leisure activities?
    - It increases self-esteem and self-confidence.
    - It facilitates personal autonomy and decision-making processes.
    - It favours personal communication and group interaction.
    - Promotes the development of hobbies.
    - Reduces the feeling of boredom.

QUESTIONNAIRE ON LEISURE TIME OCCUPATION

		You're currently doing it: YES = X NO = empty	You used to do it: YES = X NO = empty	I'd like to do it: YES = X NO = empty
1.	Listen to music			
2.	Playing an instrument			
3.	Go to cinema			
4.	Fixing or repairing objects			
5.	Dancing			
6.	Paint/drawing			
7.	Performing handycrafts			
8.	Playing sports			

		You're currently doing it: YES = X NO = empty	You used to do it: YES = X NO = empty	I'd like to do it: YES = X NO = empty
09.	Go to the field			
10.	Go to the theatre/cinema			
11.	Sing			
12.	Walking around			
13.	Getting to know other places			
14.	Reading (books, comics, magazines, newspapers, etc.)			
15.	Studying			
16.	Writing (letters, diaries, poems, stories, etc.)			
17.	Hobbies			
18.	Listen to the radio			
19.	Observing people (park, terrace, window, etc.)			
20.	Plan activities			
21.	Riding in vehicles (bicycle, motorcycle, car, etc.)			
22.	Being with my partner			
23.	Sort my stuff out			
24.	Take a course on topics of interest			
25.	Mobile: Talking or sending or receiving messages, etc.			
26.	Attend musical concerts			
27.	Board games (cards…)			
28.	Cooking			
29.	Domestic work			
30.	Going shopping			
31.	Collect something			
32.	Go out and look at shops, shop windows			
33.	Playing a sport			

		You're currently doing it: YES = X NO = empty	You used to do it: YES = X NO = empty	I'd like to do it: YES = X NO = empty
34.	Playing pool, darts, table football			
35.	Playing with video games, computer			
36.	Being with friends			
37.	Meet new people			
38.	Caring for animals			
39.	Watching television, videos, etc.			
40.	Redecorating, fixing up the house, the room, etc.			
41.	Attend a sporting event			
42.	Go to museums, conferences and exhibitions			
43.	Family visits			
44.	Caring for people			
45.	Leisure places (amusement park, zoo, planetarium)			
46.	Visiting the trails, flea markets			
47.	Going to popular festivals (verbenas, pilgrimages, festivals, etc.).			
48.	Hold meetings, parties at home			
49.	Go to restaurants			
50.	Chatting			
51.	Perform religious activities			
52.	Participate in associations (political parties, clubs, sports clubs, neighborhood associations, etc.).			
53.	Activities related to sewing			
54.	Internet: forums, chats, websites, etc.			
55.	Mention 3 other activities that were not listed above			

OBJECTIVES:

- o To promote the group members' knowledge of their interests, capacities and vital needs.
- o Acquire communication skills to express their own thoughts, needs, desires, illusions etc.
- o Identify personal difficulties that hinder the development of active and healthy leisure.
- o To know strategies to overcome the difficulties detected.

CONTENTS:

- o Personal skills needed to develop a rewarding leisure experience: ability to plan and organize, responsibility, teamwork, initiative, tenacity and creativity.
- o Communication and empathy, attention, memory and creativity.
- o Personal self-esteem and social skills.
- o Strategies to resolve difficulties.

SUGGESTIONS FOR PRACTICAL ACTIVITIES:

- o "I In my spare time I would like..."
  - Example: The following questions will be asked:
    - What kind of activities are you attracted to?
    - In which of them have you participated?
    - What sports are you attracted to? Which ones do you practice?
    - What others would you like to practice?
    - What has prevented you from doing the activities that appeal to you?
    - How could we turn leisure projects into reality?
    - What do I need to carry out satisfactory leisure activities?
    - Do you decide the use of time for your leisure?
  - It is recommended that you do this exercise in small groups (3 or 4 people) and then do one in common for the whole group.
- o "I'm interested or not interested   "
  - Example: The group coordinator will present a list of about 20 activities, previously selected according to the interests so far expressed by the members of the group. Next, they will be asked to write down or present verbally, for each activity, the phrase that best suits them, from among the following ones:
    - I am able to do it
    - I'd like to learn how to do it.
    - I'm interested in doing it
    - I don't know how
    - I am not interested in this activity
- o "What difficulties do I encounter?"
  - Example: Reflect in small groups (3 or 4 people) on the difficulties they encounter more frequently when carrying out leisure activities:
    - Lack of economic resources
    - Language difficulties
    - Difficulty making new relationships

- Low self-esteem (I don't accept myself as I am)
- Fear of rejection (I think others won't accept me)
- Difficulty making decisions
- Shyness or difficulty integrating into groups in which I do not know the members well
- Ignorance of resources
- Lack of places to use the leisure resources in my area (Difficult access)
- Tendency to be alone or isolated
- Other

  o Once the difficulties have been selected, try to group them by areas. For example: Difficulties related to health (or health problems), difficulties related to lack of training or knowledge, family issues, problems relating to social relationships, character issues or other personal problems, etc.

THEMATIC AREA 4: ACCESS TO LEISURE SERVICES AND RESOURCES AND MOTIVATION FOR PARTICIPATION

OBJECTIVES:

  o To discover and know the leisure resources present in the social environment, as well as the advantages and personal benefits that the incorporation to the activities that are offered in them can bring.
  o Promote contact, participation and responsible use of community resources as a means of social integration and normalisation.
  o Develop personal initiative and an active attitude towards the provision of community leisure services and resources.
  o To motivate people to carry out leisure activities in the resources at their disposal in an individualized and autonomous way.

CONTENTS:

  o Resources available in their environment and use of them, advantages they offer and difficulties in their use.
  o Different leisure offers; choice of these according to the objectives to be achieved: development of artistic and aesthetic skills, ability to express and communicate, thematic workshops, sports and body work, etc.

SUGGESTION OF PRACTICAL ACTIVITIES:

  o "The resources of my neighborhood."
    - Example: The group discusses the different resources available in the neighbourhood in which leisure activities can be carried out. People who have already had previous use of some of them can share with the rest of the group the experience of having participated.
  o "Visiting group resources"
    - Example: An interesting activity to carry out with the group could be the planning of a visit to a municipal cultural or sports centre, in which they could be received by a person in charge of the Centre or a monitor or teacher who would explain to the group the activities offered by the centre or the advantages of carrying out a specific activity.

- One of the objectives of these visits and activities is to motivate the participants in the workshop to carry out individually all kinds of activities that may be of interest to them. One of the positive results of this motivational work would be to carry out some monographic activity during several sessions (radio workshop, reading animation workshop in a public library, drawing and painting workshop, Internet access workshop, etc.).
  - o "Reflection on the visit"
    - Example: Once the visit to the selected leisure centre or resource has been made, it is possible to carry out a group reflection task on it, working on aspects such as:
      - Description of the aspects that each participant found most interesting about the visit.
      - Positive aspects suggested by the visit and the activities to be carried out in the resource.
      - Personal difficulties in enjoying the resource.
      - Other issues that the group considers interesting to discuss.
    - This may be a good time to work on the motivation of the participants and to raise interest in the use and enjoyment of leisure resources at a particular level

THEMATIC AREA 5: "PERSONAL LEISURE PLANNING".

OBJECTIVES:

- o To learn to organize free time in a personal and autonomous way.
- o To prepare the young person to be able to carry out a self-planning of his leisure in a healthy way and with a sense of reality.
- o To propose more satisfactory alternatives for one's own time.
- o Learn how to plan free-cost activities.

CONTENTS:

- o Balance between activity and inactivity.
- o Personal needs for rest, distraction, fun and development, as a form of growth, learning, socialization or culturization.
- o Importance of alternation in activities.
- o Generation of new interests; importance of expanding the repertoire of leisure activities.

SUGGESTIONS FOR PRACTICAL ACTIVITIES:

- o Which leisure activity predominates in me?
  - Example: Workshop participants are asked to use 15 minutes to try to place their weekly activities in the four quadrants of a handout based on two criteria. In the two upper quadrants, they will place those activities that they usually do alone and in the two lower quadrants they will place all the activities that they do during the week in the company of other people. In addition, the two quadrants on the left will place activities that are passive, while the quadrants on the right will include productive or participatory activities.
  - Below is a graph, which can serve as a model for the collection of activities.

	Passive activities	Participative activities
Alone		
In a group		

Once the task is done, the different activities are counted and the question is reflected on:
- Am I satisfied with the distribution of activities in the different quadrants?
- What type of activity predominates in me?
- What would you like to change?

Optionally, the different opinions can be presented in a group.

- o "Dare to do something different."
  - ▪ Example: Starting from the quadrant on leisure activities, participants are asked to try to incorporate something new into the quadrant, one or more activities that they do not usually exercise and that they are interested in or curious about (games, sports and physical activities, outdoor activities, craft, artistic, cultural activities, etc.).
- o "Discovering Leisure Cost 0"
  - ▪ Example: Brainstorming in which participants bring back memories of or identify other activities that they find rewarding and that can be done for free. Collect contributions from group members about whether or not they use these types of activities and, if so, how they have experienced them.
- o "Design of my ideal weekend"
  - • Example: Participants will individually or in small groups design and plan a weekend of leisure, starting from the interests of each and desires about how to enjoy leisure time.
  - • Afterwards, there will be a sharing and the contributions of the group will be collected, as well as the debated

THEMATIC AREA 6: FAREWELL AND EVALUATION

OBJECTIVES:

- o To value what has been learned in the group and to concretize and express the aspects discovered about oneself, the desires of the future and one's new way of perceiving and channelling leisure.
- o Evaluate the workshop experience, both qualitatively and quantitatively.

CONTENTS:

- o Review of the subject matter and dynamics used.
- o Evaluation of the experience.
- o Final framework of the importance of leisure and social integration in the field of unaccompanied foreign minors and young immigrants.

SUGGESTIONS FOR PRACTICAL ACTIVITIES:

- o "Group farewell dynamics"
- o Application of evaluation instruments".

LEISURE EVALUATION QUESTIONNAIRE (PRE AND POST)			
Grade of agreement with each sentence	**I'm totally disagree (1)**	**I don't know (2)**	**I'm totally agree (3)**
1. Currently, I regularly participate in leisure activities	1	2	3
2. I do not participate in leisure activities but would like to participate	1	2	3
3. For me it is important to carry out and enjoy leisure activities according to my interests.	1	2	3
4. I find it easy to do leisure activities in my free time	1	2	3
5. I am able to organize myself in such a way that my family, social and work obligations do not prevent me from doing leisure activities.	1	2	3
6. To really enjoy a leisure activity, I don't necessarily need to share it with other people.	1	2	3
7. Leisure activities in the company of other people are always very interesting for me	1	2	3
8. It is easy for me to get involved in leisure activities in the company of other people.	1	2	3
9. I identify the type of activities (cultural, sports, manual, ...) that are the best for me.	1	2	3
10. I know resources in my city to develop leisure activities	1	2	3
11. I often use resources from my surroundings to enjoy leisure activities	1	2	3
12. I have sufficient means (financial means, free time, family support, etc.) to enjoy leisure activities	1	2	3
13. I usually plan my leisure activities and reserve time for them.	1	2	3
14. Generally, I do leisure activities that help me feel safe and satisfied.	1	2	3
15. I usually do some kind of regular activity that helps me develop my physical abilities.	1	2	3
16. I usually do some kind of regular activity that helps me develop my intellectual abilities.	1	2	3
17. I usually do some kind of weekly leisure activity with my family.	1	2	3

18. I usually do some kind of weekly activity that helps me to have and maintain social relationships.	1	2	3
19. I usually do some kind of weekly activity that helps me develop my creativity.	1	2	3
20. I know how to find a way to do free leisure activities	1	2	3
21. I am able to enjoy the little things of everyday life	1	2	3

LEISURE WORKSHOP - USER SATISFACTION QUESTIONNAIRE

1 -   Assess your overall level of satisfaction with the expectations you had of the workshop

0	1	2	3	4	5

2 -   What is your interest in the topics covered?

0	1	2	3	4	5

3 -   What is your interest in the activities developed?

0	1	2	3	4	5

4 -   What interest have you had in the resources you've known?

0	1	2	3	4	5

5 -   Do you think the way in which the themes have been worked on is appropriate?

0	1	2	3	4	5

6 -   The place where the group activity of the Leisure Workshop takes place seems appropriate to you

0	1	2	3	4	5

7 -   Assesses the degree of satisfaction with regard to the professionals who have carried out the Workshop

0	1	2	3	4	5

8 -   Assess the extent to which the implementation of this workshop helps you to better organize and manage your entertainment

0	1	2	3	4	5

9 -   Would you recommend this workshop to others?

0	1	2	3	4	5

10 -   And finally, what have you missed in the workshop to make it work better?

....

....

EVALUATION OF LEISURE WORKSHOP - QUESTIONNAIRE FOR PROFESSIONALS

Workshop start date	
Workshop end date	
No. of participants Male	
No. of participants Female	
Number of activities carried out in evaluable subjects	
Ability of the group to cooperate	
Relevant social characteristics of the participants	

WORKSHOP EVALUATION:

It is a question of evaluating from 1 to 5, with 1 being in a minimum degree and 5 in a maximum degree to the extent that the leisure workshop has contributed to achieving changes in the participants in the direction indicated in each sentence.

Changes observed in the participants	1	2	3	4	5
Increase participants' knowledge/awareness of the importance of doing/enjoying appropriate leisure activities					
Increased motivation for leisure activities					
Discovery or recovery of personal interests, desires or hobbies					
Fostering self-knowledge					
Enjoy your free time independently					
Ability to enjoy leisure activities in the company of others					
Increase in the degree of knowledge and use of the leisure resources of the environment					
Knowledge and/or use of leisure resources at no cost					
Increase or maintain physical abilities					
Increase or maintain intellectual abilities					
Increase or better availability for leisure activities in the family environment					
Increase of the creativity					

Changes observed in the participants	1	2	3	4	5
Increasing education and training for the proper use of leisure time					
Ability to plan leisure activities					
Personal security and self-esteem					
Personal well-being and satisfaction					
Personal responsibility and autonomy					
Acquisition of social skills					

OTHER OBSERVATIONS

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....

....

Name of the resource	
Address	
Telephone	
Activities that can be performed	
Requirements to be able to use it	
Timetable	

VALUATION OF THE RESOURCE

It is a question of evaluating from 1 to 5, with 1 in a minimum degree and 5 in a maximum degree to what extent the resource can be useful in relation to the issues identified.

	1	2	3	4	5
Level of difficulty of the activities carried out					
Interest and usefulness of the activities and resource					
Ease of access					
Ability of the resource to offer activities for personal or group enjoyment					
Capacity of the resource to offer activities that facilitate learning					
Capacity of the resource to offer activities that facilitate the meeting and the relationship with other people					
Capacity of the resource to offer activities that facilitate participation					
Ability of the resource to offer activities that facilitate well-being and personal satisfaction					
You will use it from now on					
You would recommend it to other people					

Highlight what you liked best:

....

....

....

Highlight what you liked the least:

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OTHER OBSERVATIONS

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ANNEX VI - REGISTRATION FORM OF THE ACTIVITY CARRIED OUT

(to be completed by the professional)

Name of the activity
Date of the activity
Objective of the activity
Duration of the activity
No. of participants
Level of participation recorded
Development of the activity - Step by step
Environmental conditions, materials
Incidences
General evaluation of the activity

OTHER OBSERVATIONS

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....

....

METHODOLOGY OF THE PILOT PROJECTS

After analysing the relationship of young people and children with their free time and discovering their needs, the next step of the LAB31 methodology is to identify the specific methodology that will be used in each of the pilot projects that will be implemented in each of the partner organisations, taking into account the needs and interests of its users. Below we will describe each of the methodologies that will be used in the pilot projects in each of the partner organizations. But first we will identify the objectives common to all of them.

OBJECTIVES

- GENERAL
  o To promote the associative participation of children and young people, providing an alternative of leisure and free time that makes it possible to improve the quality of life of children and adolescents, especially of the young people and migrant children.
- SPECIFIC
  o Promote participation among children as an agent of social change, motivating them to inclusion in the associative fabric of the neighbourhood/district.
  o Contribute to the educational process of children and young people by promoting lifestyles. and attitudes of tolerance and respect, where to offer useful tools for children and young people to young people are able to choose, or even create, their own leisure alternatives.
  o Contributing to the transmission of fundamental values and principles, such as Sustainability, the Health Promotion, Coeducation and Gender Perspective, Social Inclusion, Education for Development and Peace, as well as Human Rights and Community Participation.

INTRODUCTION AND JUSTIFICATION

"WHAT WILL I DO WHEN I GROW UP?"

According to Article 31 of the Convention on the Rights of the Child, which recognizes the right of every child to rest, leisure, play, recreational activities and full and free participation in cultural and artistic life, this work it is proposed as the beginning of a dream, of a place of imagination, of research and of a way of being creative, but all coherent with the relational and social needs that are daily addressed to us.

For those who love to play and ask themselves "What will I do when I grow up", this workshop wants to be the dream that is realized slowly through play, self-confidence, creativity and fantastic resources, but all accompanied by a wealth of concreteness.

One of the primary objectives that the LAB 31 proposes consists in opposing the logic of trivialization, where fantasy is often replaced by repetitiveness and efficiency. In fact we intend to use the play as a means by which to **"bring out"** what already exists and, therefore, to express the potential of each individual by recognizing their age and existential condition, their culture, their wealth of experience and the emotional and bodily experience.

The knowledge of the individual's potential takes on great importance in realizing each mode of expression and this is precisely the concrete answer to which the project aspires.

The decisive activity for the evolution of the child's personality is the PLAY. From the latter the child learns the intrinsic mechanisms of physical and psychological relationships, the rules that govern physical, psycho- relational and social life, attitudes towards others, the various relationships and therefore, in general, with regard to the reality.

It is precisely through the play that the individual establishes a relationship with other people who progressively increase his/her relational universe, as well as allowing him/her a knowledge of the world, according to the qualitative and quantitative criteria that will underlie the subsequent ability to criticism.

Another function of the play is to create a rich series of experiences, which originate from personal needs and the demands of the environment.

Playing to experience oneself and the surrounding reality, discovering and verifying in oneself limits and abilities, in a dynamic relationship that is indispensable in order to face the system of gratifications and frustrations, within which the individual moves and structures his own personal identity; of reality the characteristics will be experienced directly, now in the form of possibilities to be exploited, now of obstacles to be overcome in increasing autonomy.

Through the play it is immediately possible to realize the desires, without having to move them in time and space: this aspect is strictly functional to the fantasy world of the child. In this regard we will use the "Psycho Play" as a methodological proposal to promote what has been said, so that the child can experience the most diverse, fantastic, fun and problematic situations, with everyday and normal character, through what is known as symbolic game. Every child has always played with extraordinary expertise to "mum and dad, doctors, kings, riders, etc.". By symbolic we mean "the concretization, around a stimulus or an idea, of a global and unique expressive modality to which the different languages contribute".

The reasons for the aforementioned proposal are to refer to J. L. Moreno, who in the 1920s spoke of "psychodrama", in English better known as 'psycho-play'.

In English 'drama' stands for theater, action, but in Italian the term 'drama' has a different meaning, it indicates the world of tragedy, suffering and conflict.

The 'psycho-play' is the one that best seems to indicate the spirit of a game that tends to improve one's freedom and the quality of existence. The same goes for the term 'socio-play' which, without wanting to replace it, goes alongside that, already in use, of 'socio-drama', a translation of the English 'socio-drama'.

The historical context in which psychodrama is born is in the 20s in Vienna. Through the "sudden theater" one experiences the spontaneity of the same: in front of the public masks are made and painted. The playwright composes the text without a definitive written form. The actor becomes the creator and interpreter of his character. At the same time the public is invited to react and interact freely. Spontaneous theater realizes Hegelian identity. Moreno states: *the illusion of a real world is just as important as the reality of a world of illusion.* It is during this period that Moreno discovers the importance of the public and therefore the use of group phenomena. He realizes the cathartic and liberating value of the dramatic game for both the actor and the spectator. His research starts from spontaneity and creativity. In fact, man is realized only when he can express himself freely despite the social barriers. The ego can expand in creativity according to the degree of spontaneity it is able to free. Creativity is the force that pushes the individual to look for an appropriate answer for a new situation or a new answer for an old situation.

Psychodrama, which stems from the contestation of traditional theater and the awareness of its therapeutic nature, allows one to represent one's own life with the same ease with which one lives it. The protagonists improvise their role starting from a real or imaginary situation. Clearly the subject projects into the drama he is playing, his worries, his attractions, his repulsions. By expressing his own conflicts freely, the person becomes aware of his situation and can free himself of the trauma by reliving it intensely. Moreno defines psychodrama as science that explores the truth through dramatic methods.

In psychodrama we work remembering, putting ourselves in situation, doing as if, reliving the past in the present (hinc et nunc). Psychodrama favors spontaneity, the ability to relate with others, helps break the rigid roles that forcing the individual, make it difficult to live in an increasingly fluid reality.

Psychodrama is a group therapy and, in a group, it allows to solve significant problems of relationship and to face neurosis.

This methodology thus shifts the horizon towards theatrical and narrative imagination as the root of the capacity for creative reconstruction of the person.

Finally, in recent years there have been some fruitful psycho-play experiments aimed at marginal populations (people with disabilities, people suffering from mental disorders, prisoners, the elderly, immigrants). The purpose of this methodology is to allow the subjects to recreate their condition in a creative way, and to witness this path in front of an audience, not in order to arouse pity, but respect. In this galaxy of experiences, which increasingly takes the name of social theater, the main focus is often on the aspect of testimony, but it is quite evident that in them, when conducted with honesty and awareness, there is a strong reliance on personal growth, especially in terms of self-esteem and interpersonal skills.

TARGET GROUP

The target chosen includes children between the ages of 9 and 14, as it encompasses all the objectives that inspired the project, embracing the needs of these small preadolescents.

The child between the ages of 9 and 11 *"experiences a complete reorganization of his being, which indicates a significant transformation of his soul life and a significant transformation of his body experience. At age 9, for the first time, children understand that they are individuals and therefore 'alone'"*[1]. Children are "detached" from the world and relate with it in a new, even if naive, perspective. In this phase a delicate and loving attention is needed. Fear is a stimulus, but it can also become a bitter enemy. It can create rigidity, harden the heart, with a consequent search for security in power, in

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[1] cit. Hermann Koepke, Il nono anno di vita, Milano, 2014, Arcobaleno

the control of reality; it can create rigid patterns of behavior or judgment that transform life into a dark and lonely prison, also giving rise to possible deviant behavior. The psycho-play can be an experiment to help him or her refine the tools for a conscious awareness and at the same time its overcoming, freeing him/her from fears through confrontation with otherness.

The phase that goes from 11 to 14 is defined preadolescence, it is closely linked to organic changes in which a real hormonal storm is triggered that influences the biological and psychological traits of the child/adolescent. Because of all these changes, the body structure of the preadolescent is characterized by a sense of inadequacy, therefore the image of oneself is linked to feeling one's own foreign body, giving rise to pathological phenomena such as anorexia, bulimia... The comparison with others becomes an important source of reassurance: identifying with the peer group and with adults is an important channel to get to build an identity of their own, avoiding misleading attitudes. At this stage, kids need rules to be guided and reassured. In this case the workshop wants to be a guide, respecting the expressiveness and characteristics of each one, triggering a sense of respect for oneself and each other.

In this, the LAB 31, through the psycho-play/socio-play, would favor the adherence to a group whose values, norms, behaviors and objectives are shared. It would foster the development of a sense of responsibility and self-esteem. It would promote the expansion of the reference group, not only of the family and of the classmates, but also of other groups and ethnic groups.

The target group of our LAB 31 is made up of 20 children of both girls and boys in proportionate proportions.
As indicated by the project, 10 children are of Italian nationality and 10 children are of foreign nationality such as: Moroccan, Romanian, Nigerian, Pakistani. The family background of the workshop participants has a medium-low socio-cultural character.

RESOURCES

The laboratory is developed in different spaces where each place will serve as a right metaphor indicative of personal growth that meets the other and the environment. Therefore the game activities will take place in:

- a small space - laboratory room
- a medium space - gym
- a large space - green area (playground, soccer field).

To achieve the objectives of the laboratory, the professional staff must be composed of the following figures:

- a coordinator
- an educator
- a facilitator
- a dramatist psychotherapist
- a musician-therapista group of volunteers (3-5)

That will work as a team for all the phases and for the whole workshop, coordinating the group that, in harmony with the environment, will stage its creativity, expression and way of being. These figures will guarantee each participant to express his or her potential to the full by acting as little as possible, but by acting as expert guides.

In the case:

The **coordinator** will facilitate the performance of both the team and the target group in relation to the environmental aspects. Involving the Advisory Committee for the entire duration of the workshop, in order to ensure paths of interaction and participation with the needs and necessities of the target group and the community.

The **educator** will observe, listen and investigate the skills of each participant in order to gather the necessary information, with a pedagogical approach, his/her strengths and weaknesses. He will plan, if necessary, educational interventions, aimed at achieving instructive and relational goals, so that the individual subject can reach a level of autonomy and at the same time can build a link with both the peer group and the other actors involved. At the same time the educator will have a facilitator role, intended as a manager of activities such as: structuring contents, ways and times, ordering and giving rhythm to work, encouraging teamwork, facilitating collective processes and groups of practices as well as ensuring and verify the good performance of the activities. He will also work constantly with the other experts and in particular with the facilitator to guarantee the maximum quality of the project.

The **facilitator** will have the function of favouring the good constructive outcome of the communication- relational processes. Its action is oriented to the growth of the potential of the individual participants within the group's objectives. He will have to be a "pure" methodologist, that is, he will have to help the whole team to work better in the target group without being expert in the contents of the topic. He will have to be a translator - mediator of languages helping the participants of the target group to prevent or manage any misunderstandings and conflicts, all in a catalytic or "enzyme" function acting within the processes, but as a neutral third party actor, not equidistant. Specifically, he will take care of the opening and closing of each meeting, strategic moments for the success of the workshop. It will be important to open the meeting, welcome and put everyone at ease, create a positive work atmosphere, present the program trying to establish a link between the program and expectations. At the end of the meeting it will be important to highlight the elements that have emerged, helping the target group to express satisfaction, appreciation or other and indicating the steps and commitments that await the group.

The **psycho-dramatist psychotherapist** will facilitate the group's progress in the dual aspect of the intragroup dynamics and self-reflection, predisposing the work setting in which each participant, in turn, assumes different roles and activities.

He will choose the activities and related contents to be included in the laboratories. He will act as a director whose task will be to start the meetings, to warm up the participants to the point where spontaneous acts and discourses will flow. He will suggest them to imagine scenes and/or choose symbolic situations and roles. He will manage the stage representation of group dynamics, facilitating a constructive change in the individual and in the groups themselves, through the development of new perceptions and the reorganization of old behavioral models.

The expert **musician-therapist** will take care of guiding a path of knowledge-expression from the body to the voice; explore, know, express themselves through the body and the voice without leaving aside two fundamental stages of this journey: breath and silence, fundamental for creating a natural and organic movement that involves the whole body. The exploration of one's own characteristics, awareness and acceptance of oneself, rhythm, act/contact, knowledge of oneself as entities, bodily limits, skin, breath, sound (emission, listening, vibration) , modulation of vocal sound, control, improvisation and free expression will be part of the whole journey. All this using music as a tool for the individual, within the group, to focus on their physical limits and their characteristics and then rediscover their difference, individuality, uniqueness. It is a work on oneself, at the same time as mediation, to establish a preferential relationship with and among the participating users.

The **group of volunteers** will perform practical and technical tasks. They will be indispensable during the workshops, in the management of the group, in the preparation, in the procurement of material and in the preparation of the environment in which they will be worked.

If through the play the child knows his or her body and the space that surrounds him/her, in the same way through it the child will have to know his or her own creativity and skills by enhancing them through the construction of tools and sets that will, at the same time, play.

Therefore the necessary material is composed of:

- Assorted stationery (sheets, pens, pencils, erasers, etc.)
- Model materials for the construction of human shapes

- Creative material (acrylics, brushes, glue, hot glue, hot glue guns ...)
- Recycled material (plastic bottles, cartons, sticks, etc.).

It will also be necessary to use multimedia support tools such as:

- Laptop
- Video projector
- Speakers
- Musical instruments.

OBJECTIVES AND OUTCOMES

The general objective of LAB 31 "What will I do when I grow up" and the methodology used is **to counter the logic of trivialization**, where fantasy is often replaced by repetitiveness and efficiency. In fact we intend to use the play as a means by which to **"bring out"** what already exists and, therefore, to express the potential of each individual by recognizing their age and existential condition, their culture, their wealth of experience and experience emotional and bodily.

Just the knowledge of the potential of the individual takes on a great importance in achieving, in various game activities, each mode of expression, and this is precisely the concrete response that we want to give with the psycho-play, putting the participants in situations "doing as self "**to promote spontaneity, the ability to relate with others, to help break rigid patterns that will support a process of integration and improvement of collective life.**

Specifically to encourage the **active participation of the target group in the cultural and social life of the community.** Each participant must achieve the following results:

Self-knowledge: it is the basis of personal balance. A characteristic in progressive evolution in the individual, an indispensable condition for him/her to realize a mature and serene acceptance of oneself, on a personal level, in the discovery or rediscovery, of the complexity, globality and originality of one's own identity. On the level of the relationship, living from the "inside" the relationship with the other by themselves, exercising their empathic potential, confronting and involving themselves physically and emotionally;

Adaptation to the environment: the possibility of being able to interact adequately with a given environment;

Expression: expressing oneself in a more appropriate way by resorting to all one's responsibilities, ways of communicating better with others and simultaneously making creative experiences of oneself;

Insertion and socialization: no compulsion to act on the individual within fixed norms, valuing his or her expression on his/her own and group creativity and recognizing importance to each of the moments within which a certain process develops. This becomes a guarantee that the final product does not create selection and marginalization instead of enhancing the individual elements, especially the weaker ones. Making together enriches socialization, allowing the direct experience of the interdependence of one and the other, besides the complementarity that gives meaning to the differences. This stimulates participation and collaboration;

Appreciating anew the play: The play is born with man, it is a spontaneous and irreplaceable expression. Play is the predominant activity of the child, through which he or she realizes experiences concerning his/her vital system;

Returning playfulness to learning: one can know, learn, reflect while playing;

The recovery of spontaneity: this must be understood as a conscious and constructive principle in the construction of personality.

LAB 31 "What will I do when I grow up" is developed in 40 meetings divided into 2 weekly events for a duration of two hours.

As previously stated, the workshop will develop in different places, therefore it will have a mobile trend evolved in three methodological phases:

- **The foundation phase (small room-classroom space)** is that destined to the creation of the group climate (trust, intimacy, collaboration) and to the activation of the participants' expressive and creative resources; this part is divided into 10 categories: beginning rituals; physical activation; knowledge games; dissolution; body improvisation; trust games; contact games; cooperation; imaginative improvisation; narrative improvisation.

- **The creation phase (medium-closed space)** is that in which scenes, roles and dramaturgy are created, and the dramatic creative process is set in motion; it contains ideas and structures for improvisation or dramatic composition, thematically organized into 6 categories: emotions; situations; sculptures; imaginative roles; social roles; family roles.

- **The sharing phase (large and open space)** is that in which the dramatic path is reviewed by the participants and shared subjective experiences are shared (an operation that does not necessarily have to go through the verbal register); this part is divided into 5 categories: de-roling; imaginative relaxation; exchange; tell; celebration.

- Each single workshop meeting is divided into three parts that we define

    o group time;

    o the time of the single;

    o the time of participation.

The group time (warm-up) is so called because all the participants can be activated. The group will be warmed up with activities that mobilize energy and create links between the participants so that, whoever wishes, can share events of their daily life, anger, disappointments, joys, satisfactions, projections on the future. Each participant will have "his or her" time.

In **the time of the single** (or symbolic game), chosen the theme, the protagonist becomes the main hero. He/she expresses the experience through action, in the here and now, working reminding, putting himself or herself in a situation, doing as if and reliving the past in the present (real or imaginary). In the next phase the participant will express what he/she has tried.

The time of participation (echo reactions) allows the protagonist to get out of his or her isolation by becoming aware, through the various reactions and feelings of the group, of not being alone to live his/her human dimension and that others have similar feelings to his or her. The time of participation allows all participants to express what they felt during the symbolic action (group catharsis). Any situation can be staged: an event or a fantastic story.

In all forty meetings, the team of experts does not structure the game activity but will have to organize the workshops proposing a theme and enhancing the need to create time and space for children to engage in spontaneous play, in creative and recreational activities, in order to promote social attitudes that support and encourage these activities.

During the meetings will be used techniques such as: the soliloquy, techniques of self-presentation, double technique, double multiples, the mirror, inversion of roles, projection into the future, presentation of dreams, improvisation of fantasy and games of imagination.

Therefore, any behaviour, activity or process initiated will be structured by the children themselves.

Specifically, in LAB 31 "What will I do when I grow up?", the timing of activities and contents will be subject to the spontaneous desire to play and participate in the target group.

The game will not be mandatory, but guided by intrinsic motivations and undertaken as an end in itself, rather than as a means to achieve a goal. It will take on countless forms but with a single key feature of the game i.e. fun, flexibility and non-productivity or competitiveness.

ACTIVITY NAME	PROPOSED THEMES: "PAINTING THE NAMES" - "INTERVIEW" - "THE COUPLE OF CHATTER" - "CAN YOU HEAR ME?" - "THE PYRAMIDS" - "THE CONFIDENT FALL" - "THE LOOKS" - "DEAR OBJECT" - "IF I WERE A FLOWER" "THE SILENT CRY" - "I'M PROUD" - "THE TWO PORTRAITS" - "THE SMILE" - "THE DIARY" - "THE SECRET FRIEND"
DURATION	16 meetings of 2 hours each
AIM	Creation of a group atmosphere and activation of the participants' expressive and creative resources
STEP BY STEP PROCESS	The foundation phase is the starting point of the workshop; this phase is to be considered as a hardly linear road made of cause-effect passages; the conductor will in fact introduce from time to time the stimuli inside the workshops that will have unpredictable outcomes and will open new roads. In fact, the basic principle of this step lies in astonishment for what happens and this establishes the possibility of a discovery, the possibility of completing a part of the journey with the group. The exploratory and information component is what characterizes this phase. The process of this phase recognizes in the body the creative power of diversity, restoring its value and dignity, freed from technical and aesthetic canons. Each meeting includes the opening consisting of free play for warming up. Activities will follow to promote the knowledge of the participants. The interaction game with which we will start will involve both the children's imagination and their ability to draw and express themselves. Then follow some activities that will warm up the emotional environment in order to promote the maximum expression of the participants and mutual knowledge.
MATERIALS AND RESOURCES	Drawing papers, large posters, tape recorder, felt-tip pens, glue, paper scotch, pens, pencils and scissors.
OUTCOMES / TIPS FOR FACILITATORS	This phase is useful for creating a favorable environment for the group; maximum mutual knowledge and trust among the participants.

CREATION PHASE - **"I AM"**

ACTIVITY NAME	PROPOSED THEMES: "THE SHAPE" - "THIS IS ME" - " THE MUSIC" - "THEATER" - "DREAMS" "THE EMOTIONS" - " TRAVEL"
DURATION	12 meetings of 2 hours each
AIM	The aims of this phase concern the achievement of self-awareness, the ability to identify and express feelings, present oneself to others, the construction and confirmation of body image.
STEP BY STEP	The second phase is born after a continuous and progressive work on gestures, covering expressions, rhythm, fantastic elaboration and

PROCESS	improvisation. The kids will be protagonists in every phase of the job and also of the research. The centripetal structure used for the construction of a script is inspired by the following criteria: allow the individual to discover himself or herself within a whole, democratic modality and real involvement.
	The workshop will allow a body contact through the design and will work mainly in pairs where the body outline and the image that one has of oneself will be reproduced and the room will be set up with the reproduced shapes that will be reused as part of the scenography.
	Inside the shapes, always through the play, all the emotions of the kids will be drawn and inserted; this will allow them to travel through the play and enter the country of emotions and dreams.
MATERIALS AND RESOURCES	Billboards, markers, recycled material, templates, audio player, A3-A4 sheets.
OUTCOMES / TIPS FOR FACILITATORS	With these techniques the knowledge, the image of oneself and a new vision of the other develop.

SHARING PHASE - **"I WILL BE"**

ACTIVITY NAME	PROPOSED THEMES: "IMPROVISATION OF SOUNDS AND IMAGES"
DURATION	12 meetings of 2 hours each
AIM	The sharing phase mainly concerns the relational and symbolic experience of the participants, favoring a process of change and empowerment of the personal identity in the relational dimension with the other.
STEP BY STEP PROCESS	This phase foresees a workshop focused on the construction of a theatrical fable to fit the group that will become a moment of engagement, celebration and confrontation from which the following elements will be determined: place, environment, characters, actions and behaviors. Among the free and diversified expressions of children will be choosen the most optimal and preferred; from time to time a text will be produced and the costumes, scenography and music will be designed. This third phase will end with a summary and sharing performance.
MATERIALS AND RESOURCES	Musical instruments, recovery and recycling materials.
OUTCOMES / TIPS FOR FACILITATORS	

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INTRODUCTION AND JUSTIFICATION

We will set up recurring workshops focusing on the theme of play for a group of newly arrived foreign children including Unaccompanied Minors and children born or living in Brussels. This project will aim at strengthening the integration of foreign minors, including unaccompanied minors.

We are really excited to take this action for young people and to experiment this collaboration between game science specialists and social work professionals accompanying young migrants.

It seems obvious to us that the opportunity presented by the exercise of the game can be the starting point of animated exchanges allowing the knowledge and the reinforcement of the capacities of the young people. For each theme related to a game, these are all discussion spaces that can naturally be explored.

There are 'role plays' promoting collaboration, 'sports games' allowing the expression of a physical activity, 'giant games' favoring creativity, 'quiz games' which highlight the observation, 'board games' that address different topics such as rules, or more 'traditional or cultural games', allowing the referral of each on his own way of considering the game in his own culture. We noticed how the game can open countless debates conducive to the knowledge of each other, explore deeper and more personal subjects, all in a playful and relaxed atmosphere.

CONTEXT AND NEEDS

Every day, at least ten unaccompanied foreign minors arrive in Belgium. Their number has increased since the last decade but the phenomenon is not new. These children have the particularity to be minors, to find themselves without parents or tutor, outside their country of origin and to have often lived a long course of migration and exile. They have routes, profiles and reasons to leave their home country different. All need to be protected, to be legally represented and to be accompanied.

Unaccompanied minors face many problems when they arrive in Belgium. Despite a social and legal support, an important element reinforces real vunerabilities, it is the isolation of these young people. Living in shelters, refugee centers or independently in private housing, all these young people express their difficulty in getting in touch with members of their host society. Our project will try to create and reinforce links that can lead to a better integration into Belgian society.

Belgian society has everything to gain by reinforcing a better inclusion of these young people. As future actors of the civil society, it is a duty to provoque the development of these young people who have so much to contribute to eneryone.

TARGET GROUP

The target group for our pilot project will be a group that we expect to be homogeneous in terms of gender. The age of these young people will vary between 14 years to 17 years. These young people will be both unaccompanied foreign minors from countries subject to armed conflict and great economic instability. The group will also be made up of young Belgians or young people living in Belgium for many years. Living in very different realities in their daily lives, these young people will come from very different socio-economic backgrounds.

RECRUITMENT AND SELECTION

The choice of the participants will be based on the interest and needs of young people, opportunities related to the actual availability of young people for a project that requires a significant investment for a relatively long period. We are going to approach different reception structures and accommodation centers for unaccompanied foreign minors, representatives of tutors' institutions, but also host families and youth hostels. We will also address individuals whose children would be involved in the project. Despite this goal of prospecting the public at a fairly broad level, we will try to establish collaborations with two or three identified institutions, in order to facilitate the participation of young people in projects and group cohesion.

RESOURCES

Our project will take place in two different places. One will consist of a toy library space that will welcome young people during all the workshop sessions. The choice of this place is linked to the possibility of direct access to the various games that will be experienced.

The second place will consist of a cottage in the Namur countryside which will be able to welcome us during a whole weekend in a residential way. This place is very suitable for groups of young people and offers an ideal setting for the activities we will develop with young people. The professionals who will supervise these young people will be two in number. One of these two people is specialized in the science and techniques of the game and will support the proposal and the start of workshops on the game. The second professional will be in charge of the actual animation with the public, and will enhance all these skills with groups of young migrants.

OBJECTIVES AND OUTCOMES

The general objective supported by the LAB 31 project, through the activity carried out by the Belgian partners, is to promote a better inclusion and integration of young migrants the Belgian society. The achievement of this general objective will happen through the meeting with a group of young Belgians or residents in Belgium via the medium of the game. From this general objective, various specific objectives are targeted: namely the creation of links between young people living in different realities but who can realize how much they are so close in their expectations and future aspirations. Another specific objective is the enhancement of skills and the reinforcement of the skills of young people through, not only the exercise of the game, but also the activities and discussions that may ensue. Other specific objectives are also aimed at, namely the deconstruction of prejudices that some might have towards others. There is indeed an information effort to be undertaken for and with young people to try to stop a phenomenon of rejection towards the public of the migrants, a feeling which unfortunately crosses the whole current European landscape.

STRUCTURE/PHASES

Our project is committed to and with young people. The first phase of this is therefore to bring together the target group of these young people. To do this, the first step of our action will be the meeting of different young people but also institutions that welcome them. The project in question, spread over a semester with a fairly high frequency, requires a significant commitment of young people. This initial phase is therefore important. It is the first step of a "catchphrase" of young towards the project.

The second phase of the project will consist of organizing workshops for young people. These workshops will be in the form of 13 sessions lasting 3 hours, allowing each of them to articulate exchanges and discussions through the medium of the game. The first and the last of these sessions will have a duration more important (4 hours), so as to initiate and validly close the project with young people. All these sessions will be programmed to allow the discovery of the multilevel facets that represent the 'game'. The first workshop will question the different participants, the place that

the game represents in their culture, their community. The sessions that will follow will allow young people to become familiar with the many possibilities that the game represents (role play, board game, giant game, sports game, situation game, construction and development of one's own game, ...).

Through this medium of the game, these are all topics of discussion and confrontations to consider between young people. The practice of the game favors scenarios that allow to rebound on elements transposable in reality. We will promote this kind of dialogue with and among young people.

A third phase of the project will be organized as a residential weekend with different objectives. The first of these will reinforce a spirit of social cohesion among young people. The second one will be able to approach phases of play that are not transferable in the form of a workshop session with limited time. This stay will take place in a setting conducive to well-being and conviviality. Indeed, this stay will take place during a weekend in a place specially designed to accommodate groups of young people.

The fourth and last phase of the project, organized in four sessions of workshops, will reinforce the participants' capacities by appropriating the medium of the game by the proposal that will be made to the young people to design themselves a new game practice. This phase seems to us to be conducive to creativity and reinforcing collaborations between young people. The last session of the workshops will allow an assessment by the young people of the whole process initiated together.

ACTIVITY NAME	LAB 31 : The art of play. A vector of creativity, solidarity and capacity building of youth
DURATION	5 Months
AIM	Workshops focusing on the theme of play for a group of newly arrived foreign children including Unaccompanied Minors and children born or living in Brussels. This project will aim at strengthening the integration of foreign minors, including unaccompanied minors
STEP BY STEP PROCESS	The first phase : Raise awereness and bring together our target audience with a focus on the participation of their home nectwork The second phase : Organizing workshops for young people. These workshops will be in the form of 13 sessions lasting 3 hours, allowing each of them to articulate exchanges and discussions through the medium of the game. This second phase will therefore include 13 separate workshops for each of them, to approach a specific type of game. Games themes that have been identified are chosen to promote the feeling of group cohesion but also to foster dialogue. Within these 13 sessions, we will be able to split three distinct moments. The first of them will highlight the exercise of certain games promoting self-knowledge, creativity, knowledge of the rules, reference to personal references, cultural and community. All these references will be put forward via sessions around board games, role plays, strategy games. This first time will correspond to the first 4 workshops organized with young people. The second moment, in which the next five workshops will take place, will be to strengthen the group's capacities. Through the medium of the game, the focus will be on strengthening the bonds between the young people of the group, sharing experiences and how their experiences can positively influence the initiative of young people. This moment is important because it is a passage that consolidates the life of the group and allows to prepare the residential stay that will follow and which will accommodate young people in the best arrangements. The third and final moment of these 13 sessions consists of the last four workshops, where the effects of a community moment spent together for the group will reinforce the principle of co-construction for the continuation and the end of the project. This last moment will propose to the young people to appropriate the tools which they have been proposed during the last six months. From these tools, the young people will be able to appropriate the idea and conceptualize their own 'game', defining the rules, the participation, conceptualizing the design, the drawing, the construction of the material. So many steps that require group work and a sharing of skills of each other. It seems to us that this exercise can be a remarkable tool for inclusion. All these moments are not rigid and will be re-evaluated with and for the young people who are part of the process. The third phase : Residential weekend with different objectives. The first of these will reinforce a spirit of social cohesion among young people. The second one will be able to approach phases of play that are not transferable in the form of a workshop session with limited time

	The fourth phase : Reinforce the participants' capacities by appropriating the medium of the game by the proposal to design a new game practice. Project evaluation.
MATERIALS AND RESOURCES	Two professionals will animate the workshops themselves. one will be specialized in game science issues, the second will be specialized in supporting young migrants. A third professional will be present throughout the process as a facilitator and will be particularly attentive to the proper management of the different phases of the project while promoting participation, inclusion and matching between young people. A space conducive to the game will be released for the exercise of all workshops with young people. A cottage will be occupied during the residential weekend. The different tools and games themselves will be provided by the partners through a collaboration with different Brussels toy libraries.
OUTCOMES / TIPS FOR FACILITATORS	The facilitator will assume different responsibilities in the project. In the preliminary meeting with the youth audience, the institutions hosting these young people, he will reinforce the coordination of the project to create a first catch with the young people. Throughout the workshop process, the facilitator will facilitate dialogue between the youth and identify the moments that need to open a discussion while allowing for it to be done in an appropriate climate, exchange and respect. He will also take a role in organizing the third phase of the project through the lived experience at the residential level by and for young people. This particularly crucial phase in the effect that can be expected in terms of social cohesion will be a factor that the facilitator will reinforce through his experience with the target audience. Throughout the process, the facilitator will also be the privileged partner of coordinator and project leader. He will make every effort so that this collaboration can be as effective as possible and make more readable

ACTIVITY NAME	**LAB 31 : The art of play. A vector of creativity, solidarity and capacity building of youth. Session 1**
DURATION	4 hours
AIM	First meeting between the two target groups participating in the 'LAB 31' project. This meeting will promote the knowledge of each other in it's first approach around the notion of the game
STEP BY STEP PROCESS	The first moments of this first meeting between participants will encourage the meeting and the discovery between the young people. In this way, a very first activity will be proposed in a fun way so that everyone can introduce themselves to others. The second step will be to foster a dialogue around the concept of play and what it represents for itself, but also in its family, with friends and in its own culture. The third stage will propose to go directly into the game phase by putting forward a first approach to the game around collaborative games A

cooperative game, is a game in which all players win or lose together. Instead of playing against each other, participants play together to achieve a common goal, out of any competitive spirit. The possibilities of cooperative play are numerous and different proposals will be proposed to the participating children and this, according to what could have been exchanged during the second stage of this first meeting.

The last phase of this first session will provide a moment for everyone to express what they liked about the game and how to practice it with others. This last phase will take place around the sharing of drinks and a snack.

MATERIALS AND RESOURCES	The two groups of children welcomed during this first session will be surrounded by two animators and the facilitator who will participate fully in all the sessions in their animation and their implementation. The coordinator for the LAB 31 project will also be present at this first meeting. In addition, the team that will accompany the youth group will be reinforced by a trainee in science and technical gaming. For this first session, the material will consist of a panel of a dozen collaborative games that can be experienced for some of them, depending on the observations of the team of facilitators and desires of young people..
OUTCOMES / TIPS FOR FACILITATORS	The first results to be expected during the first session will converge towards the knowledge of the different members of the group but also towards the reinforcement of a first grip around the game for the participants. The facilitator will be particularly attentive to the reactions of young people and the expression of these. By its position that leads him to get out of pure animation, it will have to allow that communication between young people but also youth and animators is strengthened.

ACTIVITY NAME	**LAB 31 : The art of play. A vector of creativity, solidarity and capacity building of youth. Session 2**
DURATION	3 hours
AIM	The second session will discover a type of game: the giant game and what it reflects for each participant.
STEP BY STEP PROCESS	The first moment of this second session will want to make the link with the closing of the first session while allowing everyone to express themselves on his state of mind (how I feel, am I happy to be there, ...). In the second phase, this discussion will be under the mode of the game. The third phase will be in the explanation and presentation of different 'giant games' and will allow each participant to strengthen his imagination while promoting a certain physical skill in the handling of this type of game. The use of giant games quickly during the first sessions can be a wise choice to reinforce the abilities of a group that is starting to know each other, because it allows to promote a large number of expressions among the young participants (physical expression, mental , emotional ...).

MATERIALS AND RESOURCES	The two groups of children welcomed during this first session will be surrounded by two animators and the facilitator who will participate fully in all the sessions in their animation and their implementation. The coordinator for the LAB 31 project will also be present at this first meeting. In addition, the team that will accompany the youth group will be reinforced by a trainee in science and technical gaming.

For this second session, the material offered to children will be varied to allow everyone to guide their choices and desires. The material will be particularly important for this session because each 'giant game' requires in addition to the size of the game, a space that allows you to manipulate it. |
| **OUTCOMES / TIPS FOR FACILITATORS** | The expected results of this second session will focus on building the capacity and knowledge of young people among themselves. It seems to us crucial in the beginning of this process in the medium term to put a particular emphasis on activities that promote group cohesion.
The team of professionals will ensure that each young person can express his intentions through the exercise of the game. |

INTRODUCTION AND JUSTIFICATION

The topic of the pilot project is **multiculturalism.** Save the Children Romania promotes and defends the rights of refugee or asylum seeking children, considering that every child, regardless of the legal status and origin, has fundamental rights that the authorities of the host country have to respect with priority. We have chosen this area because in migration field in which we work, "*multiculturalism"* is the key that define the professional staff who works with the migrants and the migrants themselves. We also want to emphasize that migrant children have equal rights and <u>opportunities</u>, and <u>none</u> is <u>ignored</u> or regarded as <u>unimportant</u>. There are a lot of cultural, religious, ethnic and gastronomic differences between people. These aspects can be seen when each official represents its country as a part of national identity. Multiculturalism and multiculturalism do not have a unique and fixed meaning. It can refer to plurality of different cultural groups or conceptions about cultural differences and at the same time to the answers and individual attitudes adapted to this problem. Culture may be a representative component for a country, a national identity to keep for future. So, multiculturalism implies ethnic and national differences: linguistic, religious, gastronomic, social differences etc.

CONTEXT AND NEEDS

Migration is complex and worldwide; this concept has had many transformations in time, according to the nature of the conflict which generated this expansion of immigration from Orient to Europe. Between 2012- 2015 a great part of the minors who came in Romania, were coming from countries with economic problems such as Bangladesh or from countries with political problems such as Pakistan and Afghanistan. They chose Europe through material sacrifices made by the family by paying for studies or they tried their luck trying to pass illegally the boarders to Europe. On the contrary with this category of minors-economic migrants, there are Syrian minors who fled their homes because of war since 2011; they started to come in Europe in an increasing number; they were coming with their families, but there were, as well, many cases of minors coming unaccompanied. The most complex period of migration which Europe and, of course, Romania felt is represented in 2015-2016, known as "Immigrants Crisis". During this period of time many families, with minor children, but also minors unaccompanied were going through Romanian territory.

From a statistical point of view, Romania receives 1400-1500 asylum applications per year, which is an average. Starting with the second half of 2016, the number of asylum applications increased, in the last 24 months being registered about 7800 new requests. As a matter of fact, the number of asylum applications registered in 2017 (4820) is the highest since Romania ratified the Geneva Convention and strengthened the national reception system for asylum seekers. At the same time, unlike the previous years, between August-November 2017, 537 migrants arrived in the Black Sea, out of which 216 were children. In 2017, 1564 children arrived in Romania, four times higher than in 2016, representing 33% of the total number of registered asylum seekers. Almost 50% of children were aged between 0 and 6 years.

If until 2016 Syria was the main country of origin followed by either Iraq or Afghanistan, Iran, starting with 2017, Iraq became the main country of origin, followed by Syria. In the second part of 2018, we can notice a change in trends with, apparently Bangladesh and India have overtaken Iran, Turkey and Pakistan. Between January-September 2018, Romania received 1535 new asylum requests, around 30% being children.

Migrants travel both in family groups and alone and, according to the field data, the length of stay in Romania varies, families choosing to stay longer than single adults who, in some cases, leave the country after several weeks. This trend is also reflected in the numbers of BIPs with a residence permit valid at the end of June 2018: 4072 persons, out of which 2952 adults and 1120 children. In conclusion, migrants profile changed a lot in the last few years, and as a result their needs suffered changes; if in the past material and security need was a central element, now education is a fundamental need; in the long road through Europe, immigrant children are losing important years of education, as a exponential foundation of a cultural and national identity.

TARGET GROUP

The target group is formed from local and migrant children. Children attending activities are girls and boys aged 6-10 years. They are of Syrian, Iraqi, Iranian, Afghan, and Romanian origin.

The child support network is made up of parents and especially mothers. The friends of the children living in the Regional Center of Procedures and Accommodation for Asylum Seekers (RCPAAS-B) are the same children who living in the same building. For children living in the city is more difficult because they do not have a group of friends or other children to socialize with. After leaving school they go home and have no other exits with their parents to make friends. There are two situations when they can play with other children: when they are involved in the activities organized by an NGOs or with their brothers/sisters.

The migrant children come from families with one or two parents, with two or more that two children. They live in the Regional Center for Procedures and Accommodation for Asylum Seekers – Bucharest (RCPAAS-B) but also outside the (RCPAAS-B). Of all migrant children live with their parents without other relatives. **The financial resources** of the parents of these children either have a job or are beneficiaries of the financial support provided by the NGOs active in the field of by the Romanian government (financial rights granted to children, the rights granted to parents because they are asylum seekers / refugees). The financial rights granted to children are the same as those of local children.

The local children came from families with one or both parents with one or two children in the family. Very few of them are the owners of the house they live in, so they have to live with their grandparents or pay the rent. **The financial resources** of the family are made up of parents' wages and child financial rights offered by the Romanian government. For all children, migrant and local, living in or out of the RCPAAS-B) or with grandparents or paying rent, personal space is not enough for both, the child and the other family members.

RECRUITMENT AND SELECTION

Children are selected according to the following criteria and taking into account the following situations:

- o   10 migrant children and 10 local children;
- o   To be between 6-10 years old;
- o   Children from 1st and 4th grades because: the children, all of them, in the V to VII grades begin the school at 12:00 and it is exhausting for them to participate in the morning in activities and after then go to school and some of them to Romanian languages. Children from 8th grade cannot attend because they have the entrance examination at high school.
- o   The recruitment of migrant minors will be made taking into account the existing group profile in the accommodation center for asylum seekers and refugees and for and for children living outside the (RCAPAS-B)
- o   Another criteria is that parents agree to allow children to participate in activities throughout the project implementation period
- o   The day for activities will be Friday because: in the days of Tuesdays, Wednesday and Thursday the Romanian language courses are organized and start at 15:00. Migrant children have to attend those classes.

RESOURCES

The activities will be held in the partner school that is close to the RCPAAS-B but also outside the center (museums, in the courtyard of the school etc). Based on the partnership with the school, the activities will be held in one of the classroms after the closing of the educational program.

The professional staff consists of specialists who have experience in the field of migration, as well as in the sphere of education, psychology and social assistance.

The coordinator has experience as a social worker in the field of migration (minors, adults, vulnerable cases, etc.), being involved in projects funded by AMIF, ERF, ETC, with special focus on assistance to asylum seekers, refugees, tolerated and third countries nationals. One of the facilitator is a psychologist who has a vast experience in working with children, locals and migrants. He has worked on projects, AMIF, ERF etc. The second facilitator is a social pedagogue, as well has a vast experience in working with minors and also has Montessori training courses. The cultural mediator speaks Romanian, Arabic and French. She has experience as a volunteer and worked with migrants. The entire team has the necessary studies and experience for these posts.

Resources needed: **Music/soundtrack** (guitar, darbukas, shakers, tambourines, handmade shakers from reused materials, blockflote, harmonicas), **workshops and decors** (Wooden/foam panels, paper, glue, markers, colored pencils, painting materials, flipcharts, ball of thread, games, drawing materials, materials for handmaking objects, map of the world etc) and **costumes**: travel wear (backpacks, boots, maps), police uniform, army uniforms (bought or handmade by the children), toy guns etc.

OBJECTIVES AND OUTCOMES

The aim of the pilot projects would be to promote the use of leisure activities among young immigrants on the basis of their individual personal needs as a normalising and facilitating instrument for social integration, by designing strategies aimed to develop their personal, social and cultural skills and facilitating personal growth, learning, culturalisation and socialization.

STRUCTURE/PHASES

The project pilot is based on the formation of a team of migration and education specialists who will collaborate closely and efficiently in planning, organizing and conducting these weekly activities. In selecting professional staff, account will be taken of the professional profile of each representative.

Also, the advisory committee will be formed including the following specialists: integration officer from the General Inspectorate for Immigration, UNHCR representative, school teacher, one migrant child and one local child, representative of the placement center / child protection.

During the pilot projects, we will: identify cultural and recreation initiatives accessible to foreign minors, the infrastructure available, identify possible barriers and obstacles to an equal access to play activities on the territory. Also, the stakeholders will be informed regarding the activities and the opportunities provided.

ACTIVITY NAME	CREATIVITY – MULTICULTURALISM
DURATION	5 months, 4h/week
AIM	Facilitating integration of young asylum seekers and refugees in Bucharest/Romania; promoting recreational activities among youth; promoting and highlighting the importance of creativity in human development; putting a spotlight on discrimination, segregation and racism; promoting empowerment through collaboration and togetherness; making palpable steps towards a multicultural Social reality.
STEP BY STEP PROCESS	Each workshop/activity will have a detailed design, as seen in the attached model.

MATERIALS AND RESOURCES	According to the interest of the participants we mention that the themes of the activities are flexible.
	1. Music/soundtrack:
	   a. 1 guitar, percussion instruments (darbukas, shakers, tambourines, handmade shakers from reused materials), 2 recorders (blockflote), 2 harmonicas
	2. Workshops and Decors:
	   a. Wooden/foam panels, paper, glue, markers, colored pencils, painting materials; flipcharts
	   b. Household items: tea/coffee trey, cups, glasses, plates, bottles;
	   c. Costumes: travel wear (backpacks, boots, maps), police uniform, army uniforms (bought or handmade by the children), toy guns
	   d. Spices and international taste samples

OUTCOMES / TIPS FOR FACILITATORS	Each local coordinator will have to produce an assessment report highlighting the strengths and weaknesses of the process, the outcomes in terms of youngsters' and staff's satisfaction, relationships developed, process of interaction between youngsters, etc. This will make it possible to check the efficiency and functionality of Lab31 workshops and to put forward recommendations namely aimed at local bodies, Refugees helps centers and European organizations.

Subject	Time	Learning objectives	Description	Materials
Meet and Greet	40'	Opening session, meeting eachother, brief description of the project's activities, in general, and outlining activities for this first day.	20' brief project and team presentation(object ives, activities, schedule) 20' taking turns in introducing the participants to eachother	Flipchart
Recreational activities	20'	Awarness on the importance of recreational activities in the learning process and child development.	5' Brainstorming 15' Discussion – choosing recreational activities different wishes vs similar wishes How can playing help us?	Paper sheets
Break	10'			
Getting to know eachother games	1h	Familiarizing with the group of participants Understanding the differences and similarities among the children Realizing the importance of collaborating Meeting new pople can be fun!	**30' The knot:** The kids stand in a circle and a ball of thread is being thrown from one to another, whith each of them hanging on to the thread. By the end, they will have a complicated interlinked pattern among them. Discussions on how we are all in this together. **30' Blind man's struggle:** With their eyes closed, the kids will walk around the room, and upon touching somoene else, they will stop and try to figure out who that person is without the benefit of sight.	A ball of thread
Break	10'			
Identifying ways to spend free time	1h2 0'	Identifying the recreational options at their disposal Talking and negotiating on how and what to play	Applying questionnaires	Games, drawing materials, materials for handmaking objects, etc.
Debriefing/Feed back	20'	Fixing the information. What have we gained today?	Participants are invited to express, in a free way, one or two ideas they will go home with Short conclusion from facilitators	Ball/ball of thread

Subject	Time	Learning objectives	Description	Materials
Summing up the last session	30'	Remembering eachother's names Learning the different countries of origin	**15' Guess who I am** The kids will take turns in guessing names **15' From Romania to…** Using a map, each participant will show where he comes from in relation to the other contries of origin of the participants	Map of the world
Recreational activities	20'	We can get to know eachother while playing or just being together	Free time – children's choice activities	Games, drawing materials, materials for handmaking objects, etc.
Break	10'			
Learning basic, commonly used words and expressions in all languages of the participants	1h	Basic international vocabulary acquisition	30' Multilingual presentation of words and expressions by the facilitators **30' I am the teacher:** The kids will take turns in becoming the foreign language teacher for the others	Flipcharts, markers
Break	10'			
Group work and group learning	45'	Multicultural collaboration Group work Presenting a group's work results to others	The kids will be diveded in 4 international groups, and will have the task of deciding on five new words or expressions translated in all the languages of the participants, and, at the end, present them to the others	Paper sheets, pens, pencils
Break	10'			
Mime	45'	Understanding the other by gestures only	**45' The Word Mime:** Each group will designate a "mime" at a time, with the other participants having to guess the word or expression being acted out. Then the first group goes again, with a different mime and so on.	Toys, gestures
Debriefing/Feedback	10'	Fixing the information Expressing their opinions on the current and future workshops	The kids will stand in a circle and will take turns in sayin two words or expressions in a different language than his/her own Participants are invited to express, in a free way, their opinion on the workshop and the various possibilities to continue Short final word from facilitators	Flipcharts, markers

INTRODUCTION AND JUSTIFICATION

The topic of the pilot project is **multiculturalism.** Save the Children Romania promotes and defends the rights of refugee or asylum seeking children, considering that every child, regardless of the legal status and origin, has fundamental rights that the authorities of the host country have to respect with priority. We have chosen this area because in migration field in which we work, "*multiculturalism"* is the key that define the professional staff who works with the migrants and the migrants themselves. We also want to emphasize that migrant children have equal rights and opportunities, and none is ignored or regarded as unimportant.

There are a lot of cultural, religious, ethnic and gastronomic differences between people. These aspects can be seen when each official represents its country as a part of national identity. Multiculturalism and multiculturalism do not have a unique and fixed meaning.

It can refer to plurality of different cultural groups or conceptions about cultural differences and at the same time to the answers and individual attitudes adapted to this problem. Culture may be a representative component for a country, a national identity to keep for future. So, multiculturalism implies ethnic and national differences: linguistic, religious, gastronomic, social differences etc.

CONTEXT AND NEEDS

Migration is complex and worldwide; this concept has had many transformations in time, according to the nature of the conflict which generated this expansion of immigration from Orient to Europe. Between 2012- 2015 a great part of the minors who came in Romania, were coming from countries with economic problems such as Bangladesh or from countries with political problems such as Pakistan and Afghanistan. They chose Europe through material sacrifices made by the family by paying for studies or they tried their luck trying to pass illegally the boarders to Europe.

On the contrary with this category of minors-economic migrants, there are Syrian minors who fled their homes because of war since 2011; they started to come in Europe in an increasing number; they were coming with their families, but there were, as well, many cases of minors coming unaccompanied. The most complex period of migration which Europe and, of course, Romania felt is represented in 2015-2016, known as "Immigrants Crisis". During this period of time many families, with minor children, but also minors unaccompanied were going through Romanian territory.

From a statistical point of view, Romania receives 1400-1500 asylum applications per year, which is an average. Starting with the second half of 2016, the number of asylum applications increased, in the last 24 months being registered about 7800 new requests. As a matter of fact, the number of asylum applications registered in 2017 (4820) is the highest since Romania ratified the Geneva Convention and strengthened the national reception system for asylum seekers.

At the same time, unlike the previous years, between August-November 2017, 537 migrants arrived in the Black Sea, out of which 216 were children. In 2017, 1564 children arrived in Romania, four times higher than in 2016, representing 33% of the total number of registered asylum seekers. Almost 50% of children were aged between 0 and 6 years.

If until 2016 Syria was the main country of origin followed by either Iraq or Afghanistan, Iran, starting with 2017, Iraq became the main country of origin, followed by Syria. In the second part of 2018, we can notice a change in trends with, apparently Bangladesh and India have overtaken Iran, Turkey and Pakistan.

Between January-September 2018, Romania received 1535 new asylum requests, around 30% being children. Migrants travel both in family groups and alone and, according to the field data, the length of stay in Romania varies, families choosing to stay longer than single adults who, in some cases, leave the country after several weeks. This trend is also reflected in the numbers of BIPs with a residence permit valid at the end of June 2018: 4072 persons, out of which 2952 adults and 1120 children.

In conclusion, migrants profile changed a lot in the last few years, and as a result their needs suffered changes; if in the past material and security need was a central element, now education is a fundamental need; in the long road through Europe, immigrant children are losing important years of education, as a exponential foundation of a cultural and national identity.

TARGET GROUP

Considering migrants fluctuation in space and time and the social context that we have now in Romania, the target group is formed by migrant children-girls and boys, mostly Iraqi and Syrian, asylum seekers and refugees, who are living in Center for Procedures and Accommodation for Asylum Seekers Galati, in the Center of General Directorate for Social Assistance and Child Protection, and refugees children who live outside the Centers, in town with their families. At present, minor immigrants particularities are different: girls and boys between 5-10 years old of Iraqi origin and members of family.

RECRUITMENT AND SELECTION

The recruitment of minor migrants will be done according to the profile of the existent group in the Accommodation Center for Asylum Seekers and refugees- minor number, equitable selection of minors based on sex, age and cognitive development etc.

RESOURCES

Activities will be carried out at Center for Procedures and Accommodation for Asylum Seekers Galati, Kindergarten 7 Galati and High School "Dunarea"; The locations were chosen trying to facilitate children to see both of the realities, differences, similarities at the same time, and to integrate in the local plan - accommodation center where the minor migrants are living and educational units where Romanian children are studying.

Professional staff is formed by specialist persons who have experience in the domain of migration, and also in the field of education, we are trying to do complex activities for migrant children and for the local children as well. The facilitator is an Iraqi refugee who knows aspects of immigration and elements of local society, trying to intermediate communication between participant and stuff and between migrant and local children.

OBJECTIVES AND OUTCOMES

The general objective of our pilot project is to put together migrant children and Romanian people in order to integrate through playing, as a main cohesion instrument. Game is the only element that overcomes the linguistic, cultural and religious barrier and it can bring together children; As well, game represents the first fundamental stage in building the personality of a future honest and responsible adult. While playing, children can express themselves freely, truly, without worries.

STRUCTURE/PHASES

Pilot project is based on forming a team of specialists in migration and education domain that will collaborate close and efficient in planning, organizing and conducting these weekly activities. In selecting professional personal the professional profile of every representative will be taken into account.

Also, a consultative committee will be formed by many representatives of migration and education domain- integration officers from The General Inspectorate for Immigration, NGO staff who come into contact with migrant children, teachers who are teaching Romanian as a coach of migrant children of the center, and also teachers that are teaching at mass education units.

ACTIVITY NAME	Introduce yourself
DURATION	5 months, 4 h/week (10:00-14:00)
AIM	Promoting multiculturalism among children through free time leisure and meet each other
STEP BY STEP PROCESS	Each workshop will have a detailed workshop design (2 workshop design are attached to the annex)
MATERIALS AND RESOURCES	Flipchart, ball, papers, colors.

OUTCOMES / TIPS FOR FACILITATORS	Methods:
	  - Listening
	  - Exposure
	  - Observation
	  - Facilitated discussion

WORKSHOP 1: INTRODUCE YOURSELF - 4H (10.00-14.00)

Subject	Time	Learning objectives	Description	Materials
Introduce yourself	45'	Opening actvity, meeting eachother, brief description of the project's activities, in general, and outlining activities for this first day.	20' brief project and team presentation(objectives, activities, schedule) 20' taking turns in introducing the participants to eachother	Flipchart
Individual knowledge activities	15'	Facilitating interaction between migrant children and local children;	Free discussions between participants.	
Recreational activities	20'	The aim is to become aware of	Free discussions, Facilitated discussion	Paper sheets

			these free- time activities have an important role in the emotional and cognitive development of the child.		
Break	20'		Un-formal speaking, free discussions, play.	
Games of knowledge of participants	1h	Familiarizing with the group of participants Understanding the importance of meeting new people	Each participant will introduce himself by saying his name and pass the multicultural ball. Each participant will come into contact with the other children, throwing the ball and saying the name of one of the participants, as they like. The ball will go randomly, faster and quicker, until the children get confused with their names and get amused by the confusions created.	A ball
Work in groups (2-3 children in group)	1 h	Realizing the importance of colaboratig	Experts share painting sheets for children in mixed groups consisting of Romanian children and migrant children, in order to facilitate the friendship between them. Through direct interaction, they share the crayons between them, migrant children are accustomed to the color names in Romanian language, crossing the languag barriers.	Painting sheets Crayons
Break	10'			
Debriefing/Feedback	10'	Fixing the information	Fixing information through rehearsal: The children will sit in a circle and shake hands, by offering cards hand made with their name.	

WORKSHOP 2: MUSICAL CHAIRS - 4H (10.00-14.00)

Subject	Time	Learning objectives	Description	Materials
Musical Chairs	25'	Learning objectives: Opening, designing of the day, meeting of participants		Flipchart

Individual knowledge activities	15'	Facilitating interaction between migrant children and local children;	Facilitating interaction between migrant children and local children free spoken , free discussion between participants.	
Capture attention	20'		Experts choose International Songs for children in order to capture attention. Also, the objective is to observe the familiarity of children with the music and impact created.	
Break	20'		Un-formal speaking, free discussions, play.	
Discussion	1h		Discussions on the knowledge of the main musical instruments. Experts will ask which the children's favorite musical instruments are. It will be discussed based on the answers, and then the participants will see a video about the importance of music in the harmonious development of a child.	
Recreational activities	1,10' h	The aim is to become aware of these free-time activities have an important role in the emotional and cognitive development of the child.	Musical game is a game of elimination involving players, chairs, and music, with one fewer chair than players. When the expert stops the music whichever player fails to sit on a chair is eliminated, with a chair then being removed and the process repeated until only one player remains. Experts take care not to create chaos.	Paper shee
Break	20'		Body relaxion, exercises to relase the hands and feet.	
Debriefing	10'	Fixing the information	The experts will choose a song known to both the foreign children and the Romanian children and will dance together in the end of the activity.	

INTRODUCTION AND JUSTIFICATION

There is a need in the city of Liverpool to integrate our local British children with young migrants and refugees to enable them to benefit from understanding each other in more depth.

Through play we can break down boundaries, secure understanding, increase empathy and build friendships. Play is a universal language which all children understand and can share knowledge and experience of. We hope that through LAB31 we can breakdown boundaries between communities.

CONTEXT AND NEEDS

The number of people seeking asylum in the UK has increased since 2017 with the Home Office reporting an 11.3% increase in one year from November 2017 to November 2018.

The Liverpool city region has seen a growth on the number of non-UK born migrants living in the area in the last ten years. It is currently one of the UKs resettlement areas for refugees. This does not mean that they stay in the city, but they start here whilst they await resettlement to other areas of the country.

The census in the area has not been completed since 2011 so the real picture is difficult to get and has to be drawn from multiple sources.

New figures from the Office for National Statistics show the scale of overseas migration in each area of the country since 2005.

Back in 2005 the ONS estimates that around 52,000 of Merseyside's 1.35m resident population were born outside of the UK. This was well below the English average of 10.4% at 3.8%.

Since 2005 the number of non-UK born people living in the county has increased markedly with 88,000 out of the area's 1.38m population thought to have been born overseas. This means that 6.4% of Merseyside's population in 2015 had been born outside the UK, an increase of 66% compared to 2005 but still below the English average of 14.6% nationally.

Within Merseyside, Liverpool has seen the largest increase in the proportion of people born overseas in the past decade with the proportion nearly doubling to 11.1%. Although international migration has seen the number of non-UK born residents increase in most parts of Britain there are 51 areas where the proportion has actually decreased.

LOCAL AUTHORITY FIGURES

Area // % of people born outside UK 2015 (% Change since 2005) Liverpool // 11.1% (90.2%)

Wirral // 4.1% (81.6%)

LOCAL SERVICES

Asylum Link

Asylum link is a drop-in centre for asylum seekers and refugees providing tea, coffee and a place to meet. They aim to give a warm welcome, friendship, help and advice to Asylum Seekers and Refugees in the city. They encourage the participation of asylum seekers and refugees in the service provided and the centre is run by a small number of paid staff and around 60 volunteers.

They rely heavily on donations of clothes, food and other items to keep us going. They provide the following services:

- A warm welcome – tea, coffee, table tennis, table football and a place to relax

- Advice and Guidance – Immigration (OISC 3) and welfare benefits casework

- Furniture and Clothing distribution

- English and Cookery Classes

- Computer Access

- Destitution support – cash grants, food, a postal address, toiletries, laundry and shower facilities and temporary bag storage

- Destitution Road Show – a mobile display showing the life of destitute Asylum Seekers

- Health and Well Being programmes including – Healthy Cooking sessions, Porridge4Breakfast, Soup4Lunch, Friday Fruit and access to allotments, garden and cycling projects

- Volunteering opportunities

- Conversation/Poetry Groups

- Student placements and research opportunities

We have been to meet the team from Asylum Link and they tend to focus on young males over 18 and have very few families or young children accessing the service.

British Red Cross

The British Red Cross are a volunteer-led humanitarian organisation that helps people in crisis, whoever and wherever they are. They provide a range of local community services, designed to meet the needs of vulnerable people facing personal crisis. In Merseyside they provide the following services:

- International Tracing and Message Service (ITMS): Assisting in tracing family members separated by war, disaster or migration;

- Delivering family news when normal means of communication have broken down by the Red Cross Messages;

- Providing Certificate of Detention if one was visited by the International Committee of the Red Cross (ICRC) in detention centres overseas.

- Refugee and Migrants Project:- Helping vulnerable asylum seekers and refugees adjust to life in a new country.

They can provide one-off Emergency Support for those without financial support (assessed on an individual basis) and an Orientation service offering short-term one to one guidance and information about local services, rights and entitlements and links into local community activities.

Congolese Association of Merseyside

Counselling, advice on housing and other welfare benefits, Interpreting and translation, referrals and community links. Languages spoken: Lingala, French, Swahili, Kikongo and Tshiluba.

Family Refugee Support Project

They work with refugee and asylum-seeking families who are struggling to deal with their experiences of persecution and exile. The project offers psychotherapy to parents and children alongside working on the land at our allotment site. Each family is offered a piece of land, tools, horticultural and psychotherapeutic support, practical support, signposting to other services and individual, family and group support meetings at their Toxteth base. We have visited their allotments and have a lot of admiration for the work they are doing with the families involved. However, many are seriously traumatised and struggle to trust anyone outside of the project. Some of the children we will work with will have accessed this service.

International Organization for Migration (Liverpool)

IOM is an intergovernmental organisation which promotes the principle that humane and orderly migration benefits migrants and society. In the U.K. IOM runs a number of voluntary assisted return programmes for asylum seekers and irregular migrants wishing to return to their countries of origin. Reintegration assistance post-return is also available to those who are in the asylum process.

Kurdish Association of Merseyside

Providing support, advice and care to Kurdish origin residents on Merseyside by holding cultural, social and educational events for Kurdish people in the region. Kurdish Sorani spoken. Some of our children will come from this association.

Liverpool Somali Community

The object of the association is to relieve need and to advance education among the Somali community in Liverpool, to advance the Islamic religion, and to provide facilities in the interest of social welfare for recreation and other leisure-time occupation for those members of the said community who have need of such facilities by reason of their youth, age, infirmity or disablement, poverty or social and economic circumstances with the object of improving the conditions of life of such members of the said community. Some of our children will come from this association.

Liverpool city of Sanctuary

The Liverpool City of Sanctuary movement, started in 2012, seeks to unite those already working to support asylum seekers and refugees, and provide a simple platform for others to do the same. The movement, currently consisting of an informal group of civil organisations, can provide the ideas, contacts and help to turn support into practical action. City of Sanctuary is a national network, a movement of local groups made up by businesses, community organisations and individuals, all with one thing in common; their belief that sanctuary seekers should be welcomed, and that their contribution to society should be celebrated.

Liverpool Asylum Seeker And Refugee Association (LASAR)

The LASAR project and MRSN established the core refugee and asylum support work to assist folk in Liverpool with their transition to refugee integration. Much of the work focusing on help with benefits, housing, health, employment and training advocacy and support. At MRSN they provide an information and support service for local refugee communities as well as for those organisations working with and for refugees and asylum seekers. They also offer a wide range of direct support services to refugees to help progression with resettlement "move-on" and integration. The service has developed and expanded over the past 15 years through collaboration with Merseyside Network For Change to meet the ongoing demand for customised and effective support for vulnerable refugee clients. The ongoing delivery of these services (funding permitting) includes:

- Benefits and housing - advocacy and support
- Employment and training advice and guidance
- Interpreting classes - level 2 and 3.

The have supported our project with facts, figures and introductions to our partner as they generally work with adults not children.

Merseyside Refugee and Asylum Seekers Pre and Post Natal Support Group - "MRANG"

They provide advocacy, support around pregnancy/post natal issues, a bag to go into hospital with basic provisions, clothes recycling for mothers and children. They have volunteers who speak Lingala, French, Arabic, Portuguese.

Merseyside Somali Community Association

Merseyside Somali Community Association [MSCA] provides a welcoming social centre for mainly but not exclusively Somali men. They offer hot halal meals 7 days a week, access to welfare rights advice, benefits and immigration (advisers attend the centre on certain days). They also provide help with form filling and contacting statutory service providers. They can help community members with an interpretation service for attending the benefits office, schools, health centres etc. Somali, Arabic and English. As this is a predominately male service we did not approach them.

Refugee Action

Refugee Action provides advice, support, training and development services across the North West. The One Stop Shop provides direct advice services, in addition to second tier and capacity building support. The Development and Integration Team works to develop and empower Refugee Community organisations and support constructive engagement with local communities. They provide a wide range of other services including Training and awareness raising, Move-On Advocacy, Parent Support, Youth Mentoring and services to unaccompanied minors. They were unable to help us to support the project.

OUR PARTNERS

Sola Arts

They provide tailor-made programmes for groups and organisations - these programmes can be delivered as outreach or in-house. SOLA ARTS is a multicultural and multilingual project and its members speak a wide range of languages (French, Arabic, Portuguese, Spanish, Syleti, Tibetan). They are a participant led charity passionate about supporting people who are vulnerable. They mainly work with displaced people and those experiencing mental distress or isolation. They use creativity as the basis for their work, enhanced by a range of other approaches taking all the person's needs into account. They work closely with families from refugee communities and have taken great measures to gain trust within these communities. They use counsellors and art therapists to get the most out of the participants whilst supporting their mental health needs. Their staff are from the community and speak the languages of the refugees this makes them able to work effectively in the area.

TARGET GROUP

We will be working with 20 young people aged between 7 and 13 years old as we feel this age group will work best together. They are from a range of backgrounds and experiences, at least 10 are refugees, 2 are migrants and the rest are local. The young people will come from a range of situations and backgrounds, and are Somali, Syria, Iran and Eritrea.

RECRUITMENT AND SELECTION

SOLA Arts have identified the participants through their existing networks and projects. They are able to gain the trust of the families and engage them in the project. They are going out to the family homes of the refugees in order to explain the project and to ensure they take part. In our opinion a face-to-face interview with a trusteed member of the

community will successfully engage them in the project. Also, it would be preferable to avoid an excessively formal approach, which could end up intimidating and discouraging the young participants.

We are also providing bus passes for the young people to be able to travel with their families into our city centre location. Our local British students are recruited from schools in the area and the students are offered free projects based on play and arts.

The young participants need to have the following qualities:

- Be motivated and want to commit to the project

- Understand the duration of the project – with an understanding that young people may drop in and out

- Have some interest in play, arts, crafts, theatre and drama

- Be willing to learn, to discover, to open to new experiences, opportunities, ideas

- Be curious and willing to meet, get to know and establish relationships with new people

- If possible, be able and ready to work as part of a group (relate to the other participants and the staff, deal with and manage conflict); however, we should not forget that we are working with vulnerable people and, for this reason, teamwork skills cannot be a criterion for exclusion as such. It is thus up to the staff to create an inclusive environment that caters for individual needs and allows everyone to take part in the activities according to their own rhythm and explore and develop their own skills

- If possible, have basic communication skills, in order to be able to work productively and in harmony with a heterogeneous group and with the staff. We will provide translators during the project in order to breakdown communication issues.

They will sign up to the full project and will be engaged where possible from start to finish.

RESOURCES

Our most valuable resource is our Staff as they are key in making the project work successfully. For this particular project, we have identified the following staff:

1. A theatre director/drama teacher: the young participants take complete ownership of the project, however this figure supports them in writing the screenplay, the songs, the music

2. An artist who will bring the creativity and art based therapy elements of the project

3. A specialist play therapist who will ensure that they engage in the play elements of the project

4. A language coach: this is a key figure in the facilitation of the relationship between the young refugees and the locals. The language coach guides the young participants to the understanding and comprehension of the different languages through songs and other innovative techniques such as storytelling or role-playing.

5. A registered counsellor, who acts as a facilitator for the welfare of the group, promoting cohesion and the empowerment of every participant.

6. A local coordinator, who oversees the day to day running of the project and manage the coordination between the international partners and the local project.

The young people need a regular and committed staff so they can feel secure. They may not respond to a variety of different people coming in and out, as they need to trust and believe the practitioners.

We also need a blank, flexible space in a city centre location that is easy to find, that can be used for a range of workshops and activities. They may also attend local galleries, museums and cultural projects through the duration of the project. We may need materials to deliver the workshops, including art based materials.

Finally we need a performance space to present the final project outcomes.

OBJECTIVES AND OUTCOMES

Rare Studio is specialised in working with young people from a range of different backgrounds to develop their confidence, skills and ability in life through performing arts training. SOLA arts provide specialist support for refugees using arts and crafts and counselling services. Together we are able to provide a supportive, engaging environment where young people from different backgrounds can grow and thrive in partnership.

The focus is not on the product that is produced at the end of the workshop phase, but more the process that the young people go through and the engagement and joy they experience in play.

Objectives:

- Help refugees who are minors to communicate with the local community

- Reduce isolation

- Remove barriers through their favourite drama, art, music and play activities

- Help young people better adapt themselves to their new environment

- To be recognised and understood by locals

- Be respected

STRUCTURE/PHASES

We will organise an initial taster workshop, in this context, the potential participants have the chance to try out a drama and arts workshop session, get to know each other through games and icebreakers, familiarise with the setting and the staff. At the same time, the staff can directly investigate their motivation and personality through the way the potential participants react, their body language.

It is important that the two different groups are identified by are made to feel equal by the staff and they most create an environment where the group has the same rules and is working for the same results and for a common goal, that is meaningful for both groups. This way, at the end of the project the two groups will become increasingly aware that they actually belong to one group, made of young and equal individuals. To do this we will focus on their commonalities not their differences and help them to focus on what makes them the same. They need to feel alike and that they are working together. This will be an important part of the first phase of the project.

After the initial workshop and they have committed and signed up to the project the project will then consist of session from February to June of 4 hours every other week in our city centre location. The young people will attend every other Saturday, as we felt that weekly was too much of a commitment for young people of this age and for the families committing to the project. The project will work from 11am (with arrival at 10.30am) and conclude at 3pm each day.

The aim of the workshops will be:

- Have developed their self-confidence and self-esteem

- Have developed their communication skills / language skills

- Have mutual understanding of each other's culture

- Develop friendship with each other

- Develop a love for play using creativity

We believe the project will be split into two parts. The first part will be dedicated almost exclusively to the needs and the interests of the participants as well as to team building. The main aim is to spend time gaining the young people's trust and creating a group that is able to work together and to develop as a team. This will very much led by them and what the young people wish to focus on. There is no prescribe timeframe for how long this will last, but it is the most important element to enable them to work together.

During the second phase, we expect that the young participants' interests and needs will start to emerge more clearly. At this stage the activities may become more tailored to their interests and demands. It is important to listen to the young people and their needs in order to keep them engaged and satisfied.

The final open day project will be organised to meet the needs of the local community and we will take direction from the young people on what they would like to present. It is expected that this will take place in June 2019.

ACTIVITY NAME	INTRODUCTORY SESSION
DURATION	1.5 HOURS
AIM	INTRODUCTION TO EACH OTHER
STEP BY STEP PROCESS	The most important part of this session is to get everyone to gain trust and get to know each other. The first activtity in the first section of the session is to do the following: - Setting the rules of the group Get the Young people to brainstorm together the rules of the group and how they will work together. They will then present them to the group. This should be done as creatively as possible using art supplies and materials. They can draw pictures of the rules they want to set in place or cut out photos from magazines. It should be as messy as possible! They can then put these all over the room for them to use throughout the project.
MATERIALS AND RESOURCES	Art products and big paper
OUTCOMES / TIPS FOR FACILITATORS	Enabling the young people to get to know boundaries and each other. This will also make them feel empowered and in control of the session.

ACTIVITY NAME	INTRODUCTORY SESSION
DURATION	1.5 HOURS
AIM	FIRST PLAY AND FUN
STEP BY STEP PROCESS	This is the first session where we get to know the young people through play actvities. They should be given a range of activties to play with on their own or in groups so the facilitators can observe their interests. We suggest a section for sprts based activties, another for art based activties and another for drama/music. The young people should be encouraged to rotate through the different activties. The session leaders can then chat to the young people to see what they enjoyed the most.
MATERIALS AND RESOURCES	Ball, arts materials
OUTCOMES / TIPS FOR FACILITATORS	Enabling the young people to get to know boundaries and each other For the leaders to understand what motivates and interests the young people

INTRODUCTION AND JUSTIFICATION

There are more topics of our pilot projects. Due to the wide range of free time activities in Prague, we decided to organize 5 months of various leisure activities. The activities will change every month and we chose the following: parkour, drumming, dance, art activities and drama class. These activities have been chosen with intent, because each of them supports another skill so that each child will be able to experience success on the basis of their talent, at the same time in all kinds of activities the children have to cooperate and interact with each other. We believe that children will develop or increase their competencies in group work and perhaps create new friendships.

We have emphasize that all activities are appropriate for children who do not speak Czech as their mother tongue. At the same time, our goal is to make every child feel successful, at least in one activity, so we chose thematically different activities.

CONTEXT AND NEEDS

Czech society is, in terms of willingness to accept ethical diversity, in a rather disadvantageous situation. Czech history is perceived as a period of practically closed geographic space. Besides the absence of experience with migration (unless we count the 19th century and emigration during the 1948-1989 regime), the Czech Republic has been ethnically homogeneous in recent decades. Ethnic homogeneity has become a tradition here, and for many Czechs it is still what they consider to be traditional and normal today. In our society, you can now also meet xenophobia against foreigners rooted in these beliefs.

Foreigners in the Czech Republic

In the context of the current period, it is necessary to remind the post-revolutionary migration to the Czech Republic, which has undergone several phases. In the early 1990s, laws limiting cross-border movement were mitigated and the number of migrants began to rise (see graph below).

VÝVOJ POČTU CIZINCŮ V ČR PODLE TYPU POBYTU
TREND IN THE NUMBER OF FOREIGNERS IN THE CR BY TYPE OF RESIDENCE
1993 - 2017 (31. 12.)
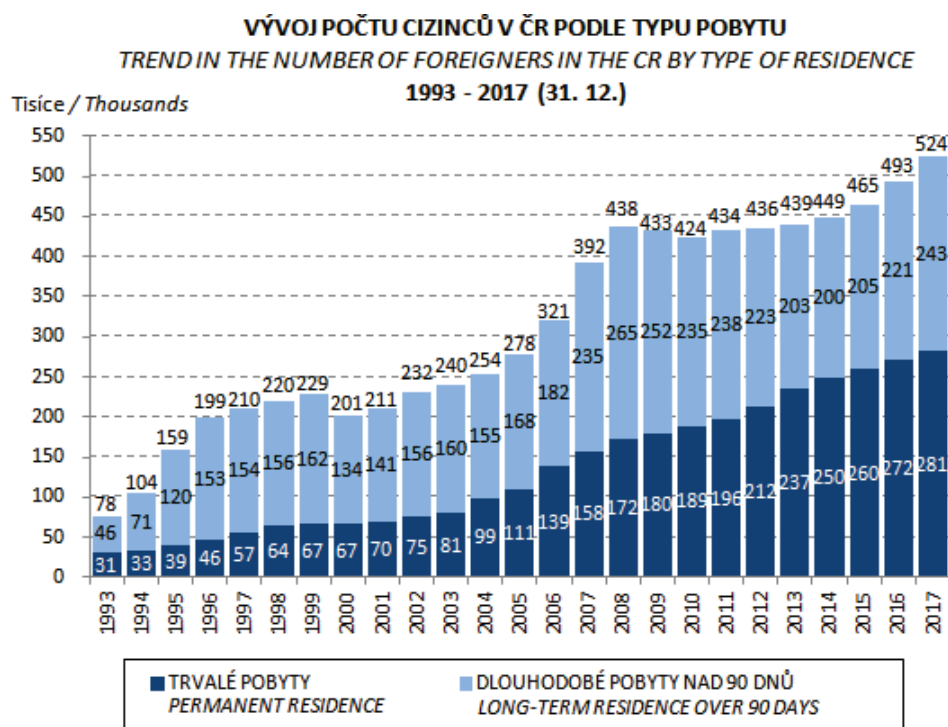
The Czech Republic has transformed itself from a country with a high number of emigrants into the receiving country. A break occurred in 2000, when a new law on the residence of foreigners came into force in the Czech Republic, which significantly tightened the entry and residence regime of most foreigners in the Czech Republic. Following the moderation of the law, the number of migrants started to increase again, and further slowdown was due to the impact of the global economic crisis in 2009. The increase in the number of foreigners is observed in the last 3 years in connection with the migration crisis.

International protection in the Czech context

The basic types of international protection that the Czech Republic can grant to foreigners is asylum and supplementary protection. In 2017 most of the applicants for international protection came from Ukraine (435 applicants) and from Georgia and Armenia (129 applicants), Azerbaijan (127 applicants) and Vietnam (82 applicants). Overall, the Ukrainian and Syrian requests were most met, as well as several international citizens from Russia, Azerbaijan and Iraq.

Children-foreigners

In the Czech Republic, 86,342 foreigners were educated in all school types in the school year 2017/18. The total number of pupils and students was 2 033 041 (including Czech citizens), included 4.25% of foreigners.

Kindergartens

10,469 foreigners (2.9%) out of a total of 362,756 children. Of these, 990 are from the EU and 60 asylum seekers. The number of foreigners with permanent residence is 93.7%

Elementary School

21,992 foreigners (2.4%) out of a total of 926,108 children. Of these, 7 157 are from the EU and 298 asylum seekers. The number of foreigners with permanent residence is 76.7%

High schools

9,195 foreigners (2.18%) of the total number of 421,499 students. Of this, there are 2 543 EU and 96 asylum seekers. Students of foreign nationality with permanent residence are 73.6%

Universities

43 831 foreigners (14%) out of a total of 299 054 students

 Most common country of origin:

Ukraine (10,086 / 26.6%), Vietnam (8,760 / 21%), Slovakia (8,632 / 20,7%), Russia (3,200 / 7,7%), Mongolia (879 / 2.1%), Moldova (715 / 1.7%), Poland (666 / 1.6%) etc.

Unaccompanied minors

The legal guardian for UMs is the Authority for Social and Legal Protection of Children (OSPOD). OPU is the legal representative for UMs.

The possibilities of unaccompanied minors in terms of their residence situation

- Submission of an application for international protection in the Czech Republic

- Reunification with a relative within the EU

- Permanent residence permit in the Czech Republic

Housing of UMs

The UMs are housed in a special institution call Home for Foreign Children (ZDC) under the Ministry of Education. In few cases they are housed in Children's' house together with czech nationals (because of capacity reasons mostly). At the moment there are no foster families, just "host families" - families who take the boys from the ZDC for a weekend or holidays only.UMs are treated without any discrimination. On contrary, in ZDC, they try to behave with respect to their religion, gender, nationality..). For example they respects their demands about food, time for prayer etc.

Education of UMs

Immediately upon the arrival the UMs access classes of Czech language and basic school subjects (supportive courses). With the beginning of a new school year they enroll an elementary school or a school of higher education (vocational mostly) if they are over 15 years of age. They are treated adequately to their age, language abilities and history of education. They have a chance to change the school, too, if they are willing to get a better education than the first choice offers and after their Czech language is better.

Statistics 2017

Detailed data are collected by Office for International Legal Protection of children in the Czech Republic (UMPOD), but according to information from our colleagues working in Facilities for children of foreign nationals, this data are not complete. It is the duty of the Authority for Social and Legal Protection of Children (OSPOD) to report all information about unaccompanied minors to UMPOD, but it has not always been so, so the information below are not 100% relevant.

Country of origin	Number
Afghanistan	9
Albania	1
Algeria	1
Irak	2
Nigeria	1
Pakistan	1
Romania	3
Somalia	1
Sudan	1
Syria	2
Turkey	3
Ukraine	2

Age (year)	Number
5	1
13	1
14	4
15	5
16	8
17	7
18	1

Sex	Number
Femal	3
Male	24

TARGET GROUP

Our target group for the pilot projects will be a mixed group of foreigners and czech citizens. The situation in Czech republic is a little bit different than in other countries, numbers of UMs are very low, so we decided to focus on foreigners in general, regardless of their status. We expect, that UMs will also attend our pilot projects, but not only UMs.

The target group will be between 10-15 years old, which corresponds to the second grade at primary school. We'd like to create a gender-balanced group. Due to the situation in the Czech Republic, the national composition will probably be mainly from the states of the post-Soviet republics, Vietnam and other countries (Syria, Afghanistan, Iran).

RECRUITMENT AND SELECTION

Criteria for selecting participants will be by age, gender and country of origin. Our goal is to create a diverse group with representatives of different nationalities, as well as Czech children.

Another criteria will be the social situation of the participant's family, we want to give priority to children from a socially disadvantaged environment who are not normally able to participate in leisure activities.

RESOURCES

Out pilot projects will take a place in Primary school (ZŠ Kořenského), which we chose because of its favorable location in the center of Prague. We chose the elementary school because it is possible to carry out different kinds of activities there and they have adequate facilities: gym, class, hall.

At the same time, the school has a very good location in the center of Prague, making it well accessible for all involved. Another advantage is the nearby location of Facilities for Children-Foreigners (ZDC Radlická), where unaccompanied minors live, so they can also participate. In our pilot project, there will always be present: 2 facilitators and 2 lectors of leisure time activities.

OBJECTIVES AND OUTCOMES

The primary goal is to introduce to children-foreigners various kinds of leisure activities in which they can continue at their own discretion. Children from socially disadvantaged environment would not normally have the access to these type of activities.

The goal is also to develop abilities and skills (self-expression, perception of others, mutual communication, cooperation, making decisions, ...). Thanks to the presence of Czech children in pilot projects, our aim is also to facilitate easier integration of foreigners into the Czech society and make new friends.

Our another goal is that children should realize, that they have their right to play (according to Article 31 of the Convention on the Rights of the Child).

A further aim is to strengthen and anchor the positive attitudes of local children to multicultural society, to open up space for awareness of prejudices and to eliminate fears of differences and migration. Prevention of xenophobia and racism. The aim of pilot projects is also to shape their own attitudes (towards themselves, to other people, to people from different socio-cultural backgrounds, to values).

STRUCTURE/PHASES

We decided to divide 5 months of activity into 5 different thematic blocks. The activities will be alternated every month (as described in Session outlines below).

Structure of all pilot workshops

- 1st hour: Social-psychological games
- 2nd - 3rd hour: Leisure time activities with lecturers
- 4th hour: Open game

ACTIVITY NAME	SOCIO-PSYCHOLOGICAL GAMES
DURATION	1 hour
AIM	At the beginning of each lesson, "warm up" socio-psychological games are held for personal education as well as non-formal education. Using these games, we want to create a safe environment where children will feel comfortable and will not have problems communicating with each other. The main principle is cooperation and communication among the children themselves. The "play" and activities thus conceived allow the development of positive socio-interactive skills, the ability to cooperate, to empower themselves. It is an opportunity for self- development, experience of success and enjoyment and fun with friends.
STEP BY STEP PROCESS	In order to create the right conditions for this type of activities, the climate of the environment is very important. For the effective course of activation social-psychological games, it is necessary to meet certain condition: • openness in communication (everyone has the right to voice their opinion) • active participation of all children • clearly defined limits of time and content • openness to different activity outcomes (not necessarily what we expect) • emphasis on cooperation (rather than competition) • the role of the leader group (rather an observer, moderator than "boss, teacher") • to be able to resolve any conflict • work with feedback Kolbe's process summarizes the process we will follow in implementing these activities. Methods and techniques we can use in these adventure games • "Ice-breaking" games • Role Playing • Fun quizzes • Art creative methods Mental mapping Situational games Brainstorming • Working with audiovisual materials

	In socio-psychological games is very important to include also the space for individual identification of the children. We will engage in group activities with questions:"who I am", "where I come from", and children will have the opportunity to introduce their country of origin to others in groups. All this activity will be based on the creative approach of children, their emotions, opinions, ideas, imagination and subsequent discussion. The form of the game is based on mutual self-knowledge ofchildren.
MATERIALS AND RESOURCES	Two educated facilitators will work with the group of children. Suitable space (class, gym), papers, stationery, backgrounds for individual activities (photos, quizzes, tables ... according to type of activity)
OUTCOMES / TIPS FOR FACILITATORS	Development of positive socio-interactive skills, the ability to cooperate, to empower themselves. It is an opportunity for self- development, experience of success and enjoyment and fun with friends.

ACTIVITY NAME	**PARKOUR, DRUMMING, STREET DANCE, ARTS, DRAMA CLASSES**
DURATION	2 hours
AIM	• Learn new ways of spending leisure time in a low cost way • To get to know each other and to start actively cooperating • Learning to overcome obstacles • Improve children skills • Help foreigners to integrate into our society
STEP BY STEP PROCESS	**Parkour**: Physical movement is something that is not a priority for the younger generation, on the other hand it plays a significant role in the life of each man. It helps to keep human organism in good condition, both physical and mental. Parkour is the kind of sport where you have to overcome obstacles in natural environment. When talking about the life of foreigners in our society an analogy could be found. Specially children, UMs, who come to the CZ in later age have to face many obstacles and challenges. Within this activity we will teach them how to overcome the obstacles, they will learn how to fall and don't hurt themselves, cooperate and support each other - that cooperation is better when they want to reach higher goals. **Drumming**: Music is in our PP used as creative, communicative and therapeutical tool. Music in a nonverbal way helps to express emotion better and also can be used as a tool to overcome some barriers. Drumming is a unique music communication tool, where children together create a colorful musical composition. Is is an ideal group activity, where each participant can learn how to feel the rhythm, listen to others and to express his/her individuality at the same time. The natural sound of drum relaxes body and mind and helps to get rid of psychical and emotional blocks. **Dancing**: Dancing is generally thought as one of the best physical activity for fat loss and stress, mainly. It has also a big social and cultural impact (you can show your skills at parties, events, etc.). It is also a good nonverbal-therapeutical tool, because it can bring people together without words. We chose street dance, because it is modern and children will feel more attracted

to it rather than classical form of dancing. Another reason why choosing street dance is that a big part of the dancing consist of improvisation, which can be a useful skill for our target group.

Art activities: Art can significantly support emotional and mental development. It is easier to express emotions in an artistic way there where words are missing. Art activities will be chosen in the way so each of the child can develop both his/her talent and teamwork. The lecturers will choose art activities which are new and entertaining.

Drama lessons: Drama is a tool for development of concentration, the ability of creative and natural expression, recognition of real life and theater exaggeration. Children will learn how to be empathic to each other, recognise and receive suggestions from others, develop self- esteem and feelings.

The final activity will compose from all above activities - each of the participant will be able to show his/her talent and also the group will show how they are able to work in a team - a short performance will be created and performed for parents and general public.

MATERIALS AND RESOURCES	Gym equipment for parkour, arts & crafts tools, room with chairs and tables.
OUTCOMES / TIPS FOR FACILITATORS	Children will learn new skills and activities which are low-cost; overcome obstacles, express emotions, improve in communication within the group, teamwork.

INTRODUCTION AND JUSTIFICATION

We know many craft workshops and extracurricular activities that allow children to experiment with their most creative side where they develop their imagination. However, beyond imagination it was necessary to introduce the concept of creativity, with a broader and global sense in relation to the application of knowledge and artistic tools. Based on the premise that creative thinking is a very valuable resource that generates many benefits, both intellectual and emotional and affective. This quality could be extended by means of workshops, for example, in very different directions, since creativity is essential to solve and confront any kind of problems that are not only artistic.

Developing creativity is not to know how to draw, it is to let oneself be carried away and do and think what others do differently. What would happen if we offered these children certain activities so that this creativity continues to increase?

With this pilot project (workshops) we would like that although only during the time that the activity lasts, the creativity overflows as it happens when a child takes a wax and paints everything he finds in his path or ideas are thought up that he never imagined.

Being creative in these uncertain times is almost necessary for life. This creativity or capacity for innovation is essential to face new challenges of the future specially for migrant and refugees minors who will have to solve a lot of new challenges along their lives. Looking for specialists who talk about creativity and education I found the author of the following phrase "many of the challenges that characterize life in our century are marked by the imagination and ambitions of many of us. This is not a time when we can afford to give up our capabilities, we must invest more than ever in creativity" Ken Robinson. 1

A good creative foundation is so important that being a sportsman, for example, why not try to develop the creative minds of children at the same time they develop physically?

With this workshop we intend to give children who wish to do so the possibility of developing creativity, and who have the alternative of seeing the problems in another way. In the workshop proposed here it is not necessary to know how to draw or to be a genius of the plastic arts; it is as simple as reading the statement of the activity and letting go.

Finally, the design of the workshop is developed around exercises of graphic- plastic expression techniques, being this mode of expression the main element on which this workshop is built and therefore this methodology workshop.

CONTEXT AND NEEDS

In the last decade there has been the schooling of immigrant children in the Region of Murcia, a process that has had among its peculiarities:

- Novelty, the Murcian schools had not had foreign students nor had the teachers been trained for their educational attention.
- Rapidity, the annual growth has been exponential, reaching some courses higher than 80%, which did not allow planning.
- Character of "economic" immigration given the poverty of their families, which has led to multiple other needs associated with their schooling.
- Marginalization in living conditions, due to the high rate of documentary irregularity, substandard housing, overcrowding, lack of hygienic and sanitary conditions, long working days of parents away from home, etc.
- Cultural confrontation, due to the fact that in spite of the cultural wealth of Spain until now the Spanish had not been "threatened".

- The heterogeneity of the student body, in terms of languages and cultures of origin, previous schooling.
- The intensity of students, there are schools that have more than 50% of foreign students, the Region is the fourth in Spain in percentage of schooling and account for 9%.
- The settlement of families due to good expectations and continuity of work, greater vegetative growth.
- The distribution throughout the Region, although there are greater concentrations in some localities but in general more than 70% of public schools have immigrant students.

Schooling

In classrooms there has always been diversity, students with special educational needs, gypsy students, seasonal workers, students from disadvantaged sectors, etc., but their scarce incidence had been having little educational impact on the school; so that their existence had not necessarily forced a change in the teaching practice of teachers or in the model of centres. It was around 1990 when they began to make their presence felt in some parts of the Region, such as Torre Pacheco, Cartagena, Murcia, Lorca... Maghrebi minors of compulsory school age. Pedagogically, each centre improvises and adopts the measures it considers appropriate, from enrolling them in first grade because they cannot read and write, regardless of their age, to treat them as if they were for special educational needs or ordinary schooling. In 1992, the Compensatory Education Programme of the Educational Programmes Unit set up the Intercultural Education Team, which is located in Torre Pacheco and attempts to organise the response into three basic points: schooling, training and guidance for teachers in teaching Spanish and interculturality, as well as the provision and advice on material resources. In those years schooling in some schools was a challenge, there were resistances due to doubts about legality, fear of the loss of image of the center and rejection of parents, ignorance of strategies for their care, etc.. The firm and determined will of the Provincial Directorate, initially, and of the Ministry of Education and Culture later, has made this Autonomous Community one of the pioneers in tackling schooling and the normalisation of its incorporation into the centres.

This contribution of enrolment has allowed our educational centres to be revitalised. We were losing school places due to negative vegetative growth; unitary and rural schools were closed (and some were maintained to reach transfers). But this new sap revitalized the school fabric, and it is precisely in the rural, peripheral and most underprivileged areas where these new guests are making room. It makes sense to be areas where they find work, cheap housing and less social hostility. The school plays a good host role in the reception and greatly facilitates their integration into the environment.
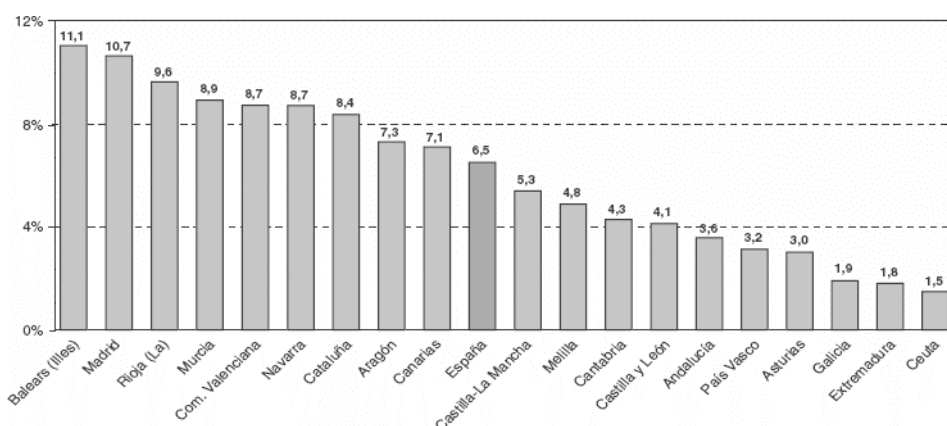
Percentage of foreign students in the Autonomous Communities. 2015-16 academic year.

Integration

Positive action measures, such as the reservation of places for schooling or aid for complementary services, are socially frowned upon and reinforce the feelings of phobia and discrimination in Spanish parents. Interestingly enough, this

does not happen with other students of attention to diversity, such as those with special educational needs, perhaps because their children could also have been. In any case, it is also difficult to school them in private schools.

It is clearly stated that Spanish society is not in favour of integration in education, nobody claims to be racist or discriminatory as they argue that they do not want anything bad for "the other children", on the contrary, but they do not want to live together with their own. Islamic fundamentalist actions, terrorist attacks, wars in the East, the increase in citizen insecurity, urban disturbances such as youth gangs or the fires in Paris, etc., are serving as arguments for anthropologists such as Sartori, politicians such as Berlusconi, political parties such as the one led by Le Pen in France, etc., to justify the failure of the cultures of origin and the impossibility of reconciling their values with the democratic ones; what is less "politically incorrect" is the message of "tolerance 0".

For children, within educational centres, the presence of cultural diversity has ceased to be something anecdotal. It is increasingly common for them to be accompanied from Pre-school Education by friends such as Abdu8 who make them incorporate differences as something positive in the construction of their cultural identity. The school has become an authentic anthropological laboratory of construction of the intercultural fact, it is being the mirror and referent in many localities (Lobosillo, Roldán, Balsicas, Torre Pacheco...) for its citizens to prove that multicultural coexistence is not only possible but also very positive. This is the best way to sensitize, to dismantle prejudices, to educate in values in and for solidarity. These new generations will build future societies that are more tolerant, participative and committed9.

As a negative aspect, the fact that in some centres there is a lot of ghettoisation and there are Maghrebi and Gypsy minorities coexisting, which usually causes problems of coexistence. They want to mark their space, and the struggle that parents maintain in the street for work or competition for social benefits that they have to share, make children assume roles as adults or organize networks of attack or defense.

We would not be able to understand the reality of positive multicultural coexistence within the centres if it were not for the role of the teacher in the classroom, since the student, most of the time, is the reflection of their families and society. Teachers are the engine of change through professional and personal involvement, they are educating by their own example in values of commitment, justice and solidarity.

Associations and NGOs have played a key role in supporting the initial schooling of this student body, mediating with families and other institutions, promoting intercultural education, and so on.

Intercultural Education

Interculturality must be introduced into the classroom as a working methodology, a continuous drop of water in teaching practice, from an approach of valuing all cultures, of their analysis and reflection, from a pluralist approach to knowledge and a positive perception of difference. Perhaps in the long term, as we indicated earlier, future generations have constructed multicultural identities facilitated by their coexistence, in which they were imperceptibly taking cultural loans from their surroundings.

Socially the concept of citizenship advances, since it recognizes the individual as a citizen of rights and duties, without distinction of cultural, religious, ideological valuations, etc., that pass to the private plane; therefore in the public thing we are all equal according to the law and democratic norms.

TARGET GROUP

The workshop is designed to work with children from 9 to 16 years old. At this age child go from spontaneous drawing without logic to wanting to draw more realistic and analytical things. At this stage there are children who awaken their artistic interest and discover that drawing is more than just a game. At the same time other children stop having fun drawing or painting because that's child's play.

Children who decide to continue drawing, discover realism and it is their goal to follow: to get each time drawings that look more like reality. They know certain rules and everything has its rules: don't go out of the margins, the drawings have to be beautiful... On the other hand, children who give up plastic experiences gradually give up children's games at the same time.

With this workshop what we want to achieve is that they don't forget that the plastic experience can continue being a game. Not everything has to be realistic, neither one knows more than the other. You can continue to enjoy yourself as a child with a wax in your hand and a paper, and this is no longer just for children at this critical age, from my point of view and even from little experience, the desire to play remains constantly and manifests itself in various ways even in adulthood.

For the reasons explained above, we think that the methodology of the LAB31 project would be especially necessary in one of the neighbourhoods with the highest percentage of immigrant population, the neighbourhood of San Cristóbal in Lorca. The best example of this situation is the Colegio San Cristóbal.

In the academic year 2015-16, when the single district was implemented in Lorca, students from non- Spanish speaking countries accounted for 62%. A year later, foreign children accounted for 75% of the total, last year the figure rose to 79%, and the school's latest estimate is that in the current academic year they will comfortably exceed 80%.

The fall of Spaniards in the classrooms is even more drastic. In the 2014-15 academic year, foreign students constituted 57% of the total in this section. The proportion contrasts with that in the last year of Primary (Sixth), where they only accounted for 26%. Today, Spanish representation in Infant classrooms is practically residual. However, the demography of the neighbourhood offers a different panorama. Of the nearly 14,200 inhabitants registered in San Cristóbal, more than 10,000 are Spanish, according to data from the National Institute of Statistics on 1 January 2017. This means that less than 30% of the population of the neighborhood is foreign.

RECRUITMENT AND SELECTION

The selection of the participants in the workshops will be carried out in collaboration with the director and deputy director of "Colegio San Cristóbal" as they have a deeper knowledge of the social situation and needs of the school's students. The selection criteria will be based on the age (from 9 to 12 years old) and the social background of the students. On the other hand, we will try to maintain a balance between immigrant and local children with the aim of promoting the integration of the former in the social context through leisure activities and free time that enhance cultural difference and intercultural contact and also trying to maintain gender balance.

RESOURCES

For the realization of the workshops we will have all the facilities of the Colegio San Cristóbal that includes music and plastic arts classrooms, sports pavilion and all the necessary material to carry out the workshops on creativity that we propose as part of this methodology.

OBJECTIVES AND OUTCOMES

Workshop will be a didactic experience for the creative process (incubation, illumination and verification) with a practical-dynamic character that offers different advantages:

- To play with the practical and the theoretical in an efficient way; to teach and learn the creative process.

- A place where communication is very important and offers the user to satisfy his communicative needs and where he can develop his social intelligence and collective creativity.
- The child is the manager of its learning, the environment of the workshop allows the child to acquire the capacity of decisions, necessary to develop the creative process.

STRUCTURE/PHASES

For the workshop to be effective and complete, it is necessary to develop it in three phases:

- **Reflection phase:** an activity is proposed to the student and he or she must think where the proposal is going, take up the challenge and make it his or her own, stop to think about his or her interests and look for an idea, plan the process and the options he or she has. This time can vary depending on the child, as it varies according to the difficulty and assimilation time that the activity needs, as well as the experience and capacity of the child.
- **Action phase:** the practical part begins, you have to decide on an idea and get down to work. Here the activity can be done uphill depending on the technical skill, the relationship with the materials, the plastic experimentation and the creative play itself. This moment is related to the reflection phase, since it is this phase that gives meaning to the action.
- **Communication phase:** this is present at all times, is given at the same time that the workshop is held among all participants and at the end of the session where it takes on special importance. An assembly is held after each session, which is detailed in the following sections.

In all the activities the three phases that I have used to develop the workshop methodology are clearly differentiated.

ACTIVITY NAME	BLOCK 1 GROUPBUILDING – Session 1
DURATION	1 h 30m
AIM	- Get to know each other and start making connections. - Create a safe space in which students can feel comfortable to work.
STEP BY STEP PROCESS	Name learning activities: - NAME CHALLENGE. In circles each boy and girl has to say their name and make a gesture and the companions have to be able to remember all the names and all the gestures. - THE TREASURE THAT HIDES MY NAME": We will invite them to close their eyes, think of their name and write it on a cardboard with the colors they want and with three symbols that represent them, then they will expose their creations explaining to the group what they have done and why they represent them. Activities to get to know each other: - THE TWO TRUTHS AND ONE LIE: Each participant should think of two things about themselves and one thing that is false. The rest of the participants will have to guess. - THE CIRCLE OF COINCIDENCES: Sitting in a circle someone says a hobby, something they like etc. All those who agree have to run and sit on top.
MATERIALS AND RESOURCES	Cards, waxes, markers.

ACTIVITY NAME	BLOCK 1 GROUPBUILDING – Session 2
DURATION	1 h 30m
AIM	- Get to know each other and start making connections. - Create a safe space in which students can feel comfortable to work.
STEP BY STEP PROCESS	"SAVE KIWI" We will create several teams, each one has to develop a structure to save Kiwi (an egg) that will be thrown from a height and should resist the fall. "THE TIES THAT BIND US TOGETHER": We will put them in pairs, and we will tie their wrists so that they have to draw together, in the first part of the dynamic, one of them being the passive subject and the other the active one, so that the active one will direct the drawing taking the initiative, the other will have to trust and be carried away by the companion who is directing, so they will feel what it is to direct and have to take the initiative on one hand, and on the other hand they will feel what it is like to trust a person; in the second part of the dynamic, we will do it the other way around, so that they also put themselves in the other role; in the third part of the dynamic, they

will have to agree between the two but without talking to create something together, having to change roles through intuition and empathy, all this dynamic will be done in silence between them, listening to music that makes them change rhythms and go through different sensations. Then they will expose their sensations when going through each role, the moderators will facilitate that they take out their emotions without analyzing anything of what they say, the aim is that they express their emotions when seeing themselves in these situations in the real life and to create confidence in the group and in us.

MATERIALS AND RESOURCES	Adhesive tape, cardboard, waxes, markers, elastic cord.

ACTIVITY NAME	BLOCK 1 GROUPBUILDING – Session 3
DURATION	1 h 30m
AIM	• Get to know each other and start making connections. • Create a safe space in which students can feel comfortable to work.
STEP BY STEP PROCESS	GOT TALENT: We will divide the participants to make a ginkana related to talents such as dance, creative writing, singing etc.
MATERIALS AND RESOURCES	A4, markers, a sound system and a computer.

ACTIVITY NAME	BLOCK 1 GROUPBUILDING – Session 4
DURATION	1 h 30m
AIM	• Get to know each other and start making connections. • Create a safe space in which students can feel comfortable to work. • Make concious of our emotions and how to express them
STEP BY STEP PROCESS	• "THE SEA OF EMOTIONS" We explain the basic emotions that exist. Then we invite them to stand up and create what we would call the sea. The participants will have the roll of surfers and will have to surf each wave that will be the representation of an emotion. • "THE "ROOM OF EMOTIONS": At the beginning we will invite them to feel the parts of their body, to become conscious of their way of walking, if you have any pain or how you feel at that very moment, to go down the pace of the mind and connect with their bodies, after a while, and when we observe that the pace has dropped in them, we will invite them to adopt different body postures associated with a different emotion, for example: joy, and they will have to adopt the posture of when they are happy, among them we will invite them to look at each other and to make mirrors with each other, so we will make them move through different emotions, so that they become aware of different emotions and learn to identify them.

	• "REACTION TO THE EMOTION": Once the emotions have been identified in the previous exercise, we will invite them to represent in groups a static figure that represents that emotion, individually or among all the members of the group, the companions who are seated will have to stand up and interact with the companions "statues" that are representing the emotion that has touched them, we will invite them to feel and empathize with the companion and his emotion and give them a word, phrase or gesture that they feel like offering him.
MATERIALS AND RESOURCES	Cards, waxes, markers, coloured fabrics.

ACTIVITY NAME	BLOCK 2 - Self-esteem (session 1) - If you were…
DURATION	1 h 30m
AIM	• Reflection on self-esteem and personal interests • Development of the creative process • Self-concept and self-esteem • Creative Process • Drawing
STEP BY STEP PROCESS	The first activity consists of asking a series of questions that the children will answer with drawings and an explanation of why they have drawn that. They will be quick marker drawings no matter what the result practically is. The important thing will be the creative process to get to that answer. We will begin with simpler questions that will acquire difficulty periodically. The first question will be: if you were an animal, what animal would you be? From this moment on, the child will be given a period of reflection in which to think about which animal it would be and why, and then begin to draw it. It is important that during practically all the activities we have magazines, books or the web to look for references. After approximately 5 minutes, when all the children have finished all the drawings will be put in common and it will be explained why they have chosen this animal concretely. "I'm a chameleon because I like to hide. Make sure that the qualities and descriptions that identify the children are always positive aspects and that no one is judged by what they have chosen. The activity will continue with more questions such as: - If you were a story character, what would you be? - If you were a famous character, which one would you be? - If you were a fruit, what would you be? - If you were a word, what would you be? The number of questions will vary according to the time available. After each question there will be a sharing as explained above. With this exercise we hope to create a climate in which everyone can give their opinion and that the game and the children's curious and funny answers will serve to gain more confidence among the members of the workshop. Finally, there will be a brief commentary on what will be done the next day so that they can come up with ideas and become aware of the technique and the materials that will be used.
MATERIALS AND RESOURCES	A5 size papers, Markers

ACTIVITY NAME	BLOCK 2 - Self-esteem (session 2) - What superpowers would you have?
DURATION	1 h 30m
AIM	• Reflection on self-esteem and personal interests • Development of the creative process • Self-concept and self-esteem • Creative Process • Modeling
STEP BY STEP PROCESS	What superpowers would you have? You will then be given about 5 minutes to reflect on your personality and the superpowers you might have. They will write all this down on a piece of paper and when everyone has finished they will go on to model their character with plasticine; they will have to choose the most suitable colours, shapes, etc. As I commented before during all the activity they will have magazines, books and the web to look for referents. They have to feel identified with the character they make and explain the virtues and superpowers they have and why it resembles their personality or qualities for example: "my character is green and elastic because I have a lot of flexibility". Final Assembly. All the creatures will be shown and we will have a joint opinion about them. We will try to look for positive aspects with respect to modeling, in the same way that we will look for good ideas and the aspects that relate the character with the child. All comments and opinions should be expressed respectfully and positively. The works will be carefully saved for the exhibition and each of them will be accompanied by the paper on which the previous ideas are written. As in all activities, a preview of the next session will be made.
MATERIALS AND RESOURCES	Plastilina or moldable mass Pens and paper

ACTIVITY NAME	BLOCK 2 - Self-esteem (session 3) - Fantastic Portrait game?
DURATION	1 h 30m
AIM	• Reflection on self-esteem and personal interests • Development of the creative process • Self-concept and self-esteem • Creative Process • Use innovative materials for children • Combination of photography and illustration
STEP BY STEP PROCESS	**Initial Assembly**. A three-quarter portrait will be made of each child. It is interesting, depending on the age, that the children participate when it comes to taking the photos and printing them. Once the photos have been taken and printed, they will be explained the activity and the basic techniques for drawing on a printed photograph. **Fantastic Portrait game**. This activity consists of drawing on their photograph what they would like to be or how they would like to be. They will be able to

| | make up the photo, disguise themselves as pirates, get tattoos... Everything they want. I think this activity is very interesting because they can pose it from many points of view: they want to be grown up, how they would like to be, imagine that they are part of a film ... But these questions will be decided by them, we will make available the necessary paintings and references and they will choose what to do in their photographs.

Final Assembly. We will comment that each one has drawn on his portrait and why, the degree of satisfaction and the motivations that have led them to draw one way or another. In this activity, as in the previous one, it is important that you explain what you have drawn because sometimes you will not have enough technique to be able to interpret correctly what you want to do; with the because your drawings will be much easier to understand. And as I have said on repeated occasions, we are more interested in why they have been painted in such a way that the final result of the work. It is important to choose the colors, shapes, strokes and textures chosen because this will guide us about their personal characteristics in broad strokes. To help make this easier for them we can offer some guidance on the meaning of colors for example. We will prepare the children for the next activity. |
|---|---|
| **MATERIALS AND RESOURCES** | - Soft waxes, finger paints and felt-tip pens
- Photography
- Camera and printer |

ACTIVITY NAME	**BLOCK 2 - Self-esteem (session 4) - What tattoo would you get?**
DURATION	1 h 30m
AIM	• Reflection on self-esteem and personal interests • Development of the creative process • Self-concept and self-esteem • Creative Process • Drawing • Sketches
STEP BY STEP PROCESS	**Initial Assembly**. We will briefly review the previous activity, the meaning of colors and shapes, and what we want to express about ourselves. In this case we will not draw on photography because there may not be enough time. But if we make sketches that could later be drawn on them. There will be a brief introduction of the history of the tattoo and the relation that these have with the personality and the tastes of each one. They will be taught their origin, the need to take them to distinguish in Antiquity the belonging to tribes, clans, etc., and all the information that may be necessary to awaken the interest of children. We will not enter into assessments of whether tattoos are good or bad, simply as a reflection of personality.

Game "What tattoo would you get? Once slightly introduced the history of the tattoos and what they express will be left a time to reflect on what tattoo would be done and because it fits with their personality. We will have several tattoo magazines and the web to be able to search for references to make the work easier and investigate their aesthetics. After the reflection and with the clear ideas the children will make sketches of their tattoos and suitable to a certain extent to the areas where they will be made. |

	Final Assembly. The designed tattoos and their meanings will be commented in the same way that the sensations and doubts that have arisen during the activity will be put in common. They will be given the opportunity if time requires it to copy their sketches to their own photographs as in the previous exercise, since the idea of drawing with a marker the tattoos on their skin is not very hygienic and disappears, while the photo remains fixed and can be presented in the exhibition. We will discuss the materials needed for the next session and what it will consist of.
MATERIALS AND RESOURCES	Markers A5 paper

ACTIVITY NAME	BLOCK 2 - Self-esteem (session 5) - Exquisite corpse game
DURATION	1 h 30m
AIM	• Reflection on self-esteem and personal interests • Quick Drawing • Working together in teams • Self-concept and self-esteem • Quick Drawing • Working together in teams
STEP BY STEP PROCESS	**Initial Assembly**. This activity due to its short duration will be accompanied by a similar one. Both will be explained to you. This activity arises from the hand of the surrealists. It consists of making random drawings and later grouping them seeing really striking results. It is very important that the children keep secret what they are drawing so that at first you need intimacy when drawing to create a collective work later. **Exquisite corpse game** (first part). A sheet of paper is folded into three parts in such a way that it is only possible to see one of them. These three parts correspond to the head, the trunk and the legs. Who initiates the drawing, draws a head leaving marked the lines where it finishes so that the following one continues from those lines. The second one will draw the trunk and the same as the previous one will mark the final lines of his drawing. Finally, the legs will be drawn after the lines of the trunk. When this is finished you will see the final result that will be a really interesting creature. This process can be done as many times as necessary, changing the groups of three or each time one draws a part. It would be convenient to make at least three rounds so that all draw head, trunk and legs. Everything is drawn with black marker so that it is unified and in a determined time. **Exquisite corpse game** (second part). Between all of us we will name all the parts of the body that we can think of and they will be written in papers. These are put in a bag and each child will take one at random. The child will draw with soft waxes in secret the part of the body he has touched on a cardboard and then cut it out. When everyone has finished we will join all the parts of the body creating a kind of Frankenstein monster really curious. It is It is important that children try to express their identity on the body part, that they draw as much as possible in order to create a common creature that represents all the participants. All these parts of the body should be joined with hooks that allow us to move each of the pieces.

	Final Assembly. This final assembly is really interesting because we will talk about what each of us has done individually and what we have created together. The children will begin to give more value to their works because thanks to each one of them we have created something together. We will talk about the difficulties and problems of the activity and the positive aspects of it. The first part of this activity is interesting that you did it on your own with other friends because it is very simple and effective, and you will be told that you can do the same activity by writing a couple of sentences and leaving the last word for the next one to continue, creating a really curious and nonsensical common story. They will be informed about the next activity and the materials it requires.
MATERIALS AND RESOURCES	- Markers - A3/A4 size papers - Large recycled cartons - Scissors - Soft waxes

ACTIVITY NAME	BLOCK 2 - Self-esteem (session 6) - Personalized T-shirt set
DURATION	1 h 30m
AIM	• Reflection on self-esteem and personal interests • Development of the creative process • To make artistic works of individual form • Self-concept and self-esteem • Drawing with felt-tip pen • Projection and sketches
STEP BY STEP PROCESS	**Initial Assembly**. You will be introduced to the world of fashion, and all that can say about us the way we dress. Children will have the opportunity to see T-shirt designs from designers like Custo, Gleenz tees, etc. The important thing of this activity is not to create a nice t-shirt, it is essential that the student feels totally identified with it, that he can be recognized through it. We will discuss the technique and how to paint it correctly. **Personalized T-shirt set.** They will be given some time to think how they want to design their T-shirt. They will be given the possibility of tracing some image on vegetable paper to later pass it to the T-shirt and that the result is better and more effective. They will be made to think about all the activities carried out so far so that it is easier to recognize them through the shirt, and draw better conclusions. With the chosen and elaborated design the final drawing will be made on the t-shirt, for this groups will be created that will help each other to tighten the t-shirts and obtain a better result. At all times they will be supervised and can ask for help and advice. **Final Assembly**. Because this activity is related to fashion I thought it would be interesting to make a kind of catwalk to show off the designs while explaining their meanings. It would also be attractive to put on the T-shirts and try to guess who each is. The important thing is that we can recognize the person through the t-shirt. We will analyze the degree of satisfaction with the exercise and the difficulties and strengths of it. With this activity the first block of

	activities ends. At the end of the session you will comment on what the next activity is about.
MATERIALS AND RESOURCES	- T-shirt - Vegetable paper A3 - Markers for clothing - Bicolour pencils

ACTIVITY NAME	**BLOCK 3 - Creative Process/ 3.1 Eat the books (session 1) - "Where are you?"**
DURATION	1 h 30m
AIM	• To know the Art and to reflect on the Works • Acquire basic knowledge of Art History • Development of the imagination
STEP BY STEP PROCESS	**Initial Assembly**. We will begin the initial assembly by talking about the new block that we are going to start. We will explain what kind of activities we are going to do during this block and there will be a brief introduction on Art History. We will show relevant pictures of each period, and a brief contextualization of the moment in which they arise and why. It is important to select paintings that are suitable and representative enough to understand the moment in which they arise. The activity closely related to this first part of the assembly will be explained below. **Game "Where are you?"** They will be shown pictures in which more than one character appears and they will be asked the question: who or what would you be in this work? The important thing about this activity is that they know something more about Art and can feel identified with it. You will have to think about which character you would be and later explain why to the rest of your classmates. It is important that you make a good selection of paintings to show them so that they give the imaginative game that we are looking for. From the first moment they will be told that they can choose anything from the painting, an animal object, a person, etc. We should not close any door of imagination and can identify with what they want. Some of the paintings to reflect on could be: "La balsa de medusa" by Gericault, "Las meninas" by Velázquez, "El Guernica" by Picasso, etc. These paintings give a lot of play to the imagination due to the people who appear or the situations they represent. **Final Assembly.** This assembly is especially interesting since the confidence in the group has increased and the election of characters passing to the children are the ones who ask why they choose their peers and resolve doubts among them. If this happens it is important the figure of the one who gives the course as moderator of the assembly. Doubts about everything seen during the session will be resolved and the next session will be discussed.
MATERIALS AND RESOURCES	Printed films of artworks

ACTIVITY NAME	BLOCK 3 - Creative Process/ 3.1 Eat the books (session 2) - "ART GALLERY"
DURATION	1 h 30m
AIM	• Introduce the different phases of the creative process to the participants. • Develop knowledge about art history. • Overcome the fears associated with the creative process. • Encourage teamwork.
STEP BY STEP PROCESS	**"ART GALLERY"** We will create an art gallery with information and works that participants have chosen after they had done a research process to discover their favorite artists.
MATERIALS AND RESOURCES	

ACTIVITY NAME	BLOCK 3 - Creative Process/ 3.2 In the middle is the question and the answer (session 3) - "Cubism game"
DURATION	1 h 30m
AIM	• To know the Art and to reflect on the works • Acquire basic knowledge of Art History • To make artistic works of individual form • Achieve artistic skill and technique. • Collage
STEP BY STEP PROCESS	**Initial Assembly.** We will begin talking about cubism and visualizing more works of this artistic current. In order to carry out the activity, it is necessary that they know Cubism well and what it consists of. We will explain where it was born, it is the first avant-garde that totally breaks with traditional painting. This has to be clear to them since the activity consists of making a cubist work and we want them to flee from figurative art. **Cubism game.** With the concept of assimilated cubism we will explain what the activity consists of. In the workshop we will have enough magazines and colored papers for all the participants. They will make a cubist collage with magazine clippings and spot colors. They will have a period of reflection where they will think about where they want to direct their work and will look for suitable images and colours. With the more or less chosen images they began to cut and create the collage. They can make several works if time permits, but before starting they must always reflect on what they want to do. **Final Assembly.** We will focus more on reflection and on trying to know if you have understood the current of Cubism than on the final work. Each of the children will explain their period of reflection and the process leading up to the final work. It is very important that they talk about the degree of satisfaction with their work and the final conclusions they have drawn from this activity. At the end of the activity with all the works explained will be extended to see them all at once and draw a final conclusion of the work in common as well as the individual of which you have already spoken earlier. To finish we will

	comment on the materials we will need and the activity that will be carried out the next day.
MATERIALS AND RESOURCES	- Printed artworks - Glue and scissors - Colored cardboard or paper

ACTIVITY NAME	**BLOCK 3 Creative Process/ 3.2 In the middle is the question and the answer (Session 4) – "Dadaism game"**
DURATION	1 h 30m
AIM	• To know the Art and to reflect on the works • Acquire basic knowledge of Art History • To make artistic works of individual form • Achieve artistic skill and technique • Writing • Illustration
STEP BY STEP PROCESS	**Initial Assembly.** We will explain what Dadaism consists of and get to know important works and artists who followed Dadaist guidelines. You have to understand that in this movement what is important is imagination, unreason, etc. As in the previous activity you must understand well these ideas and thoughts and where they come from in order to be able to do the work. After each work or image that we see we will have a small dialogue about what we have seen so that they understand it better and ask questions or give their opinion. You will be taught and read poems from this Dadaist current. **Dadaist game**. With the Dadaist concepts assimilated we will begin the activity. In a cloth bag, so that you do not see what is inside, the one who teaches the course will introduce single words, the most convenient for him. The children put their hand in the bag and take four or five words. With the words that have come out, he must invent a poem that contains all of them. They can make a poem or a short story, depending on the level of difficulty we want to give the activity or the age of the participants. They will be given the time they need to make the poem or story, those who finish before, can illustrate what they have written. If you don't allow time for all the children to illustrate their writing, it would be a good idea for them to do it at home. Illustrations can be collage, collage and drawing, etc. They will be totally free to make it however they want, so we must have different materials on which to choose. This same activity can be carried out in the same way but instead of writing, fewer words are taken and directly illustrated. **Final Assembly**. In this final assembly we will read all the poems or stories written by the children. Then each one will talk about the experience that has brought the activity and we will comment among all the writings. In this assembly it is not possible to talk about the reflection of the creative process since the writing is guided by the words that have touched us at random and we cannot plan on what to talk about in it. For this reason we will focus more on talking about the writings that have emerged from the words, which are better resolved, we will see the illustrations made... And finally, we will talk about the next activity.

MATERIALS AND RESOURCES	- Pencil and paper - Cloth bag - Loose words on paper - Coloured pencils - Magazines and coloured papers - Scissors and glue

ACTIVITY NAME	BLOCK 3 Creative Process/ 3.2 In the middle is the question and the answer (Session 5) – "Pop art game"
DURATION	1 h 30m
AIM	• To know the Art and to reflect on the works • Acquire basic knowledge of Art History • To make artistic works of individual form • Achieve artistic skill and technique • Collage • Drawing • Paint
STEP BY STEP PROCESS	**Initial Assembly.** In this initial assembly we will talk about the artistic current of pop art. You will get to know famous works and artists and we will explain what this artistic style consists of and where it comes from. Since this work will be the last practical work we will do, we will leave you all the freedom to create your work within the current of pop art. We will resolve doubts and concerns that may arise on this subject and the works that we will see in this assembly. We will introduce the activity that we are going to do and we will clearly explain to them that they are totally free to do what they want. **Pop art game.** Although they have total freedom to do their work, the one who teaches the course will have to prepare materials related to this style. They will have photographs of famous works or people on which they will be able to interact, collages, drawing, painting... As in all activities of this style. should reflect before starting the work and carrying out the creative process. When they are clear about what they want to do, they will begin to make their work, which will be exhibited with the rest of the works made during the workshop. **Final Assembly.** They will show the works made and explain the reason for the work. We will talk about all the works collectively and look for good solutions to this activity. Once all the doubts and concerns that have appeared in this activity have been resolved, we will move on to talk about what we will do the next day. The next day they should bring to the workshop all the works made during the course and explain in detail how will work the next session in which we will set up the exhibition.
MATERIALS AND RESOURCES	- Markers - Paintings - Magazines and coloured papers - Glue and scissors - Images printed in black and white - Papers of different sizes

ACTIVITY NAME	BLOCK 4 PROJECTS (Session 1) – "Let go of your belt, buckle your imagination, here we go in another direction"
DURATION	3 h
AIM	• Put into practice the knowledge learned in previous sessions. • Reinforce concepts • Create a personal or group project

STEP BY STEP PROCESS	Relaxation during 5 minutes where we try to silence the reactive mind, and to wake up the intuition of the children, we will be doing a kind of guided meditation for the children, where we will realize exercises of visualizations so that they trust their intuition, from there we try to get them to relax so that they are more open to the creative process and the brainstorming, that later we will realize.
	Before starting the brainstorming, we will draw those shapes, objects or colors that have come during the visualization, accompanying them to understand what is what they have visualized.
	
	- **Brainstorming** (Alex Gaickney Osborn in 1938) and its variable brainwriting: Each member of the group brings new ideas continuously and without any kind of censorship or criticism by the group. At the beginning, creativity should not be inhibited and barriers overcome. For the reimboursement, you need to follow these rules:
	    o Any initial criticism or reproach is forbidden.
	    o Any small or big idea is welcome.
	    o The more ideas the better.
	    o The association of ideas is desirable.
	    o In a final phase the list of ideas can be reviewed and classified.
	
	- **Google Storming**: A variant of brainstorming corresponds to this simple technique of searching for inspiration with online search engines, known as Google, Yahoo, Bing or any other. We can define the concept of origin and see the relationships involved through the results obtained from the search, either through text links or through the version of images. With this we make a list of ideas or concepts on which to act and implement the final creative solution. In this case, we clearly point out that it is about opening new doors in which to implement our own ideas and move away from the vulgar copy of other authors.

MATERIALS AND RESOURCES	If you are doing google Strorming you need WiFi connection and any device to search.

ACTIVITY NAME	BLOCK 4 PROJECTS (Session 2) – "I give you a part of me"
DURATION	3 h
AIM	• Put into practice the knowledge learned in previous sessions. • Reinforce concepts • Create a personal or group project
STEP BY STEP PROCESS	With this activity, we will invite children to give meaning to their creative project, we will invite them to empathize with the people to whom they are going to offer their "gift" or creative project, and to think about the end of the

	process they are going to start, in this way, they will get a clear focus of what they want to do, and for what or for whom they are going to do it. They will work a part of them that will need to expose and develop and they will understand that art is a way to let out emotions. Process: Through objects that are in the class, or whatever they can work on at that moment, we will make them all put into a box, symbolizing their gift to others, each of these objects, will have a meaning for them, like: what do they want to show? Who do they want to show it to? What they you want to show it for? What do they want people who are going to see it to feel? etc..., in such a way that all the objects they have selected are introduced inside, in this way we will make them think about the aim and we will focus their projects with a concrete meaning, without realizing it, through those things they want to show to others they will release those emotions that need to be healed in them.
MATERIALS AND RESOURCES	Box and objects brought by participants.

ACTIVITY NAME	BLOCK 4 PROJECTS (Session 3) – "Friends my senses"
DURATION	1 h 30m
AIM	• Put into practice the knowledge learned in previous sessions. • Reinforce concepts • Create a personal or group project
STEP BY STEP PROCESS	We need our senses to trust our artistic project, so we are going to take them very much into account during the whole process of it Before beginning with it, we will make the children lie down in the ground, we will make in pairs silhouettes of their bodies, later we will make a relaxation lying down on them and we will invite them to feel what they are saying to him, we will make a route by each part of the body, then they will have to add things by means of cuttings of magazines that attract their attention and without any thought or judgment to place it where they feel, then we will observe the works and we will try that they understand which of their senses speaks to them louder, and they will become conscious of which can be more useful to them in their process, we will analyze with them their strong points.
MATERIALS AND RESOURCES	Big paper to draw the silhouette.

ACTIVITY NAME	BLOCK 4 PROJECTS (Session 4) – "Project Management"
DURATION	1 h 30m
AIM	• Put into practice the knowledge learned in previous sessions. • Reinforce concepts • Create a personal or group project
STEP BY STEP	Participants will work on their own artwork.

PROCESS	
MATERIALS AND RESOURCES	

ACTIVITY NAME	BLOCK 4 PROJECTS (Session 5) – "Exhibition and Closing"
DURATION	2 h
AIM	• Setting up an exhibition • Exhibition
STEP BY STEP PROCESS	**Initial Assembly.** Arriving practically at the end of the workshop in this initial assembly the activity of making a common exhibition with all the works made during the workshop is raised to them. It is important for them to be the ones who are aware of their evolution and of what they have learned and this is best valued when they see all the works together and ordered from the beginning to the end. We will review everything we have done and everyone will talk about the material that is going to be exhibited. We will see examples of collective exhibitions and we will talk about how we want our works to be seen and how to exhibit them so that they are shown correctly. It is important to reach an agreement among everyone on how the exhibition is going to be and to assemble it according to all the members of the group. The children have to give this importance and be aware of the whole artistic process, from the first approach to the exhibition, where the artistic cycle would end. **Exhibition montage.** When we solve all the questions we will go directly to mount the exhibition. The day before, I explained that they had to bring all the works from home in order to be able to exhibit them. It would be convenient to mount the exhibition in the same space or one close to where the course is given, since it is not always possible the mobility of all the participants and their works. **Final Assembly.** With the exhibition set up and ready to be seen, we met for the last time to talk about what the workshop has given us. It is a good idea for everyone to express their degree of satisfaction with the workshop, whether it has exceeded or not met their expectations, etc. Once this last meeting is over, it will remain for the opening of the exhibition and what it will be like
MATERIALS AND RESOURCES	Materials needed to set up an exhibition (nails, fishing line, double-sided tape, etc.)

ACTIVITY NAME	BLOCK 4 PROJECTS (Session 6) – "Exhibition and Closing"
DURATION	2 h
AIM	• Exhibition

STEP BY STEP PROCESS	**Exhibition.** With the exhibition set up beforehand by all the participants of the workshop and under the supervision of the one who gives it, the last session is the inauguration of this one. In this inauguration the children will see their work fully rewarded and they will see themselves as authentic artists. The children will be able to explain to their parents and acquaintances what they have done and what they have learned in the course. The communicative level when it comes to explaining what they have done, why they have done it and how it will be much higher thanks to the constant assemblies and the practice they have provided. This inauguration will also be a kind of "end of workshop party" where all the participants will be able to say goodbye, talk about what they have learned, and share anecdotes.
MATERIALS AND RESOURCES	

INTRODUCTION AND JUSTIFICATION

Children and adolescents in general are a vulnerable group in society, as societies are built for adults and not children. Everything around us is built to be functional for adults and children are often excluded or their safety and wellbeing is threatened because of this. Migrant and refugee children are more vulnerable as our societies are not only built for adults, but they are also built for locals, often excluding migrants and refugees, not responding to their needs.

Ageism as well as racism, xenophobia, sexism, ableism, and every kind of discrimination affect children and adolescents rendering them vulnerable on multiple grounds. Such vulnerability hinders child integration, making it even more difficult for migrant and refugee children. Among them, unaccompanied migrant/ refugee children are the most vulnerable, as they do not have an adult to support their integration. Although play is often considered a trivial and insignificant activity, which is of no importance or particular value, research highlights that play is important, both for children and adults, since it supports development, intellectual accomplishments, as well as emotional wellbeing and mental health. All of these are important aspects for integration.

Research suggests that play can be a means of integration, especially for children and adolescents. Moreover, research suggests that play is particularly important to children/ adolescents who have experienced/ experience trauma, especially to those with multiple trauma. Trauma and multiple trauma are common to migrant and refugee children, especially when they are unaccompanied. Migration can be traumatic, especially for children. In the case of refugee children, persecution is also a trauma they might have experienced. Many of them have fled war, turmoil, extreme poverty, and other traumatic events. For unaccompanied refugee/ migrant children, the very deprivation of family and especially of parents is a great trauma. Also, many migrant and refugee children have experienced/ experience trauma in the host country because of racism and discrimination. This is particularly true for children in Cyprus, as the Cypriot society is particularly racist and discriminatory. Among the main difficulties migrant and refugee children face in Cyprus are their legal status, inadequate or no access to healthcare, inadequate access to education, forced separation of their families, inadequate or no access to state benefits, including child benefit and single-parent benefit, no access to childcare, no access to housing policies and schemes, and racism.Children with migrant parents, independently of their status and including children with a Cypriot/ EU parent and a migrant parent, often experience discrimination and/ or violence. Racist bullying at school, discrimination within the extended family (especially in the case one of the parents is a Cypriot citizen), difficulties in accessing various social rights, services, and goods are common experiences for these children..

CONTEXT AND NEEDS

THE IMPACT OF THE MIGRATION MODEL ON THE RIGHTS OF THE CHILDREN

Due to the migration model Cyprus follows, migrant children are extremely vulnerable to racism and discrimination. Migrants in Cyprus are viewed as temporary workers and they are granted a temporary resident and work permit, which does not grant them the right to family reunification. Of course, migrants form families while in Cyprus. Since they work under extremely exploitative conditions and are denied access to basic rights, their children are directly affected. The migration model of Cyprus was introduced in the 1990s and it aimed to "meet labour market pressures in areas where Cypriot employees were unavailable or unwilling to work and on the other hand, improve the working conditions, the organisation and technological upgrading of enterprises."

The Council of Ministers in its decision regarding the issuance of residence permits for migrant workers, states that it "considers it necessary to grant a temporary employment permit to a limited number of foreigners [sic] under strict conditions. This short-term measure will enable the introduction and reinforcement of other measures that will have

long-term performance and will aim at the better use of local workforce, the raise of the percentage of women participating in the labour market and the introduction of new technologies."

Almost 30 years later, the migration model of Cyprus continues to follow the line. It is indicatory the fact that third country migrants are allowed to work mainly in the agriculture and farming industry and in domestic work – sectors in which Cypriots are not interested to work. Migrant workers can only get an entry visa to work in Cyprus if they find a specific employer before migrating. Moreover, it is very difficult for a migrant worker to be granted permission to change employer, even in cases of severe violations of working and/ or human rights, and migrants cannot access public employment services.

These conditions render migrants extremely vulnerable, especially to violations of their rights. The increasing numbers of Cypriot women entering the labour market brought about the need for solutions in childcare and care work in general. In a dominantly patriarchal society, where childcare, care work in general, and housework are considered to be almost exclusively the responsibility of women and in the complete absence of any state care structures, migrant women have been allowed access to employment as domestic workers to cover such needs. For Cypriot families, employing a domestic worker is the most advantageous solution to childcare when parents work, as the salary of domestic workers is extremely low – set by the government to merely €309 per month. Besides the problems this situation creates for migrant women who work as domestic workers being deprived access to basic rights, such a lack of care structures directly affects migrant and refugee children, who are often forced from an early age to stay home alone and in many cases, to take care of their younger siblings, when their parents work. Thus, migrant and refugee children not only are burdened with responsibilities they should not have in their age, they are also rendered more vulnerable as they are deprived of appropriate care.

LEGAL STATUS AND CHILDREN RIGHTS:

Legal status is another great challenge migrant children face in Cyprus:

- Children of migrants in Cyprus inherit the legal/ migration status of their parent(s), irrespectively of the number of years in the country, or whether they were born in Cyprus. Their legal status depends on that of their parent(s), which means that they get access to the labour market as third-country nationals (i.e. in domestic work, and in agriculture/ farming industry), even when they are qualified in other jobs. In case their parents do not have a legal status, then they are undocumented too, and they are considered to be "prohibited migrants," and thus in risk of arrest, detention, and removal.

Undocumented and/ or stateless children

Undocumented children are the children whose parents have been undocumented or children who or/ and their parents cannot be forcibly removed from Cyprus but the authorities refuse to grant them a resident permit. Some of them have spent the biggest part of their life, or even their whole life, in Cyprus, have been schooled in Cyprus, and often have never lived or travelled to any other country. Yet, they find themselves as undocumented migrants, for reasons beyond their control, without any rights, and in a permanent insecure status.

Another category of undocumented children is the children whose parents have a legal resident status, but they have never applied for a resident permit for their children. Often, this is due to lack of information, or because they cannot afford the expenses (bank guarantee, private health insurance) of issuing them a resident permit. A child cannot apply for Cypriot citizenship up to the age of 18. As a result, there are many migrant children who were born in Cyprus and/ or have spent their entire life or a great part of it in Cyprus, but they cannot access Cypriot citizenship and they are often undocumented. In general, access of migrants and their children to naturalisation is in the vast majority impossible.

Children of stateless parents are also stateless, even if born in Cyprus, as they are denied access to the Cypriot citizenship. Undocumented/ stateless children experience serious violations of their rights, as the Republic of Cyprus

denies them access to their rights. More specifically, they and their families do not have access to any state benefits, or to the labour market, or access to education higher than secondary level, or access to health care. As a result, undocumented children and their families often live in poverty and experience wretched living conditions. As they do not have access to healthcare, they often face a poor health status, including poor mental health.

Children in single parent families

Many migrant/ refugee children in Cyprus are in single parent families. Some of them because as migrants, they do not have access to family reunification, others because one of their parent (as a rule, the father) has been deported. Some others because their parents have decided to separate. Yet, migrant and refugee children, in their vast majority, do not have access to any policies/ measures for single parent families, including the benefit for single parent families, and the child benefit. Moreover, they do not have access to measures and policies for victims of domestic violence, although they often experience domestic violence.

Children with parent/s on employment permit

Due to the migration model Cyprus follows, migrant workers, whose salaries are extremely low and mush less than the minimum salary, cannot provide for their children the same conditions or support or opportunities as Cypriots and the majority of the families. Moreover, the migration model of Cyprus hinders integration of migrants and their children. As a result, children of migrant workers are marginalised and deprived of appropriate support and opportunities.

Asylum seeking Children

1. Children living in the Reception Centre for Asylum Seekers in Kofinou
   Children living in the Reception Centre for Asylum Seekers in Kofinou experience isolation, unsuitable conditions, including poor hygiene and lack of safety, and are in risk of experiencing violence. The centre is in a remote village and it is not suitable for vulnerable persons, including children and especially disabled children or children with health issues. There are no sufficient facilities for children to play safely or to interact with each other. At times, children living in the centre cannot access school.

2. Coupons
   Asylum seekers who cannot be accommodated in the centre in Kofinou (its capacity is for around 300 persons and currently are 50000… persons in the asylum process) are granted reception conditions through coupons. The amount of money asylum seeking families are granted is very low and much lower than the amount granted through the Guaranteed Minimum Income scheme. The maximum amount granted does not take into consideration the size of the family when the family is bigger than four persons. The rental allowance is much lower than the real prices in the market. Coupons can only be redeemed in specific shops, which are small groceries with prices much higher than usual, with limited options, and to which asylum seekers often do not have access, especially if they live outside the city centre. The coupons system reinforces stigmatisation and marginalisation. As a result, asylum seeking children more often than not do not have access to appropriate living conditions or to the necessary means of subsistence.

SEPARATED / UNACCOMPANIED CHILDREN

In Cyprus, Cypriot children and refugee children who are in residential care under the guardianship of the welfare services are hosted separately. Children are also housed in youth hostels according to the gender they have been assigned at birth. There are state-run hostels and a hostel run by an NGO, 'Hope for Children.' The latter is for refugee unaccompanied minor boys. The conditions there are much better than the conditions in state-run shelters, but girls cannot access it and as a result, they are forced to stay in state-run shelters, in worse conditions and with significantly less opportunities, in regards to education, creative time, and leisure. When hostels exceed their capacity, the policy of the government is to house refugee unaccompanied minors to elderly homes. In the sate-run youth hostels, common issues are the complete absence of translators/ interpreters; the fact that children are not allowed to change, adapt, or

decorate their rooms as they wish, for example with posters, furniture, etc.; food, which does not cater their needs according to their cultural backgrounds; staff behaviour, which has been reported as racist at instances; school enrolment; language learning; lack of or inadequate leisure/ creative/ educational activities.

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EDUCATION

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According to the most recent statistics published in the website of the Ministry of Education and Culture:

The composition of the student population in primary and nursery schools in Cyprus for the school year 2017-2018 was:

- Greek Cypriot students in primary schools: 82.32%
- Turkish Cypriot students in primary schools: 0.15%
- Maronite students in primary schools: 0.22%
- Armenian students in primary schools: 0.06%
- Latin students in primary schools: 0%
- Migrant students in primary schools: 17.25%

- Greek Cypriot students in nursery schools: 82.05%
- Turkish Cypriot students in nursery schools: 0.09%
- Maronite students in nursery schools: 0.23%
- Armenian students in nursery schools: 0.06%
- Latin students in nursery schools: 0.01%
- Migrant students in nursery schools: 17.56%

The first five countries from which migrant students come in primary schools are Greece, Romania, Georgia, Bulgaria, and Syria, whereas in nursery schools, Romania, Syria Georgia, Greece, and Bulgaria. According to the statistics of the Directorate of Primary Education, in the school year 2017-2018, the number of students with migrant biography in primary schools in Cyprus was 8884 out of 51487 students. In the same school year, 7452 (14.5%) of students in primary schools had a native language other than Greek.

The composition of the student population in public Gymnasiums in Cyprus for the school year 2014-2015 was:

- Cypriot students: 87% (out of whom, 99.56% were Greek Cypriots, 0.10% Turkish Cypriots, 0.01% Turkish Cypriot Roma, 0.08% Armenians, 0.24 Maronites, and 0.02% Latins)
- European citizens: 9%
- Migrant students: 4%

The composition of the student population in public Lyceums in Cyprus for the school year 2014-2015 was:

- Cypriot students: 91% (out of whom, 99.64% were Greek Cypriots, 0.02% Turkish Cypriots, 0% Turkish Cypriot Roma, 0.06% Armenians, 0.27% Maronites, and 0.02% Latins)
- European citizens: 6%
- Migrant students: 3%

The composition the student population in private secondary education in Cyprus for the school year 2014-2015 was:

- Cypriot students: 82% (out of whom, 94.3% were Greek Cypriots, 2.67% Turkish Cypriots, 0% Turkish Cypriot Roma, 0.78% Armenians, 1.60 Maronites, and 0.65% Latins)
- European citizens: 7%
- Migrant students: 11%

Respectively, in the school year 2014-2015, 7225 (14.7%) of students in public primary schools had a native language other than Greek.

It is evident from the above numbers that school attendance of migrant students drops drastically in secondary education. This is because migrant students receive more support during primary education than during secondary education. Another reason is that it is easier for younger children to adapt at school and learn Greek language. Within the framework of the action plan of the Ministry of Education and Culture for the integration of migrant students in schools, in each school year, additional teaching periods are granted to all classes of primary schools with students who have migrant biography and they need support in learning the Greek language.

Also, books for teaching Greek have been copied and distributed to primary schools to help students and teachers in learning and teaching Greek as a second language respectively. In public secondary education, migrant students are placed in classes together with Cypriots, attending the same lessons and syllabi, with the exception of Religious Studies, Ancient Greek and Common Core History, during which they are placed in special classes to study the Greek Language. Also, language support is provided in a small number of public schools, under the institution of the Zones of Priority Education. Lastly, the Educational Centres of the Ministry implement programmes to support adults and students in learning Greek.

The above measures are proved to be inadequate taking into consideration the high number of migrant children dropping school out at the secondary education. In practice, the hours dedicated to support in learning the Greek language, especially at secondary education, are not enough and the programmes of the Educational Centres of the Ministry are insufficient. As a result, migrant children and especially teenagers, rarely manage to master the Greek language and continue their education. At the same time, a different system applies to unaccompanied refugee children who live in the youth hostels in Nicosia and Larnaca. They are not allowed to attend regular classes, but they are enrolled in special programmes operating in four secondary schools (two technical schools and two lyceums. Unaccompanied refugee children are assigned a school based on availability and convenience and not taking into consideration their own choices, preferences, educational background, or skills. Unaccompanied refugee children staying at the youth hostel in Limassol, which operates since 2016, have not been enrolled to any school. According to information by UNHCR, only 46 unaccompanied refugee children out of 100 residing in hostels are enrolled in school.

There is a high number of drops out among unaccompanied refugee children too. The reasons for this are lack of motivation, boredom and frustration by the repetition of the same lessons in the special programmes for them, and the fact that attending school does not give them access to a formal school diploma, since they are merely granted a certificate as "observers."

In general,

- Schools, and especially high schools, lack any efficient integration programmes, as a result of which migrant children merely attend and not participate in schooling (and therefore being given "attendance certificates" instead of graduation degrees). Moreover, KISA has received reports concerning bullying of children with migrant background in school, which is motivated by racist and xenophobic feelings. A significant number of migrant children, especially teenagers, drop out school, either because they feel they do not gain anything out of it, or because of bullying, or both.

Indeed, there have been instances of racist bullying in schools reported to KISA and other NGOs, as well as to the Commissioner for Administration and Protection of Human Rights and to the Commissioner for Children's Rights. In some cases, Ministry officials have also been accused of covering up incidents of racist violence in schools. The Ministry has developed a coherent Code of Conduct and Report Racist Incidents, which is theoretically implemented both in primary and secondary education. Although elaborated and thorough, in practice this Code is very rarely implemented, if implemented at all.

The target group of our LAB 31 includes children from age 12 to 18. Overall, we will have 30 workshop participants - 15 Cypriot students and 15 pupils with migrant background. The thirty children will be split into two groups, group one will consist of children aged 13-15 and group two will include children aged 15-18. There will be two groups of 15 which will compromise of both national and foreign children, both groups will aim to be mixed genders.

RECRUITMENT AND SELECTION

The selection of the participants for the pilot project will be carried out in close collaboration with schools in Nicosia with a specific consultation with art teachers, and also the representatives of migrants and refugees communities. We will inquire with the municipalities about their integration projects as they might have useful information too.

Additionally, we will reach out to the take care centres and Youth homes (Kofinou refugee camp, Polydinamo care centre for children, Homes for Unaccompanied children) and local NGO's working in the field of migration (Caritas, Cyprus Refugee Council and Hope for Children). We will also target youth organizations which specialize in working with youth using recreational and cultural means. With close collaboration with schools, municipalities and institutions/ organizations working in the field of migration, we will disseminate the information about recruitment and selection procedures on social media. It is important to note that for selection we will take into consideration the age (children from 12 to 18) , the social situation and the background of applicants. We will also strive to maintain gender balance too.

RESOURCES

Staff members: The local team is in charge of the implementation of the workshops and the project activities in general. The local team consists of specialists who have experience in the field of migration and have artistic/pedagogical backgrounds. In particular, we will have:

- a coordinator tasked with the overall coordination of the pilot project/workshops
- a facilitator who is going to be the main specialist for the development and implementation of the activities of the workshop and the work with the children
- the cultural mediator / who is going to work closely with the coordinator, the facilitator and the children

Additionally, for each session we will have:

- the mentors that will be chosen accordingly to the topic/theme of the session
- the artists who are specialized in one of the visual form of arts/ expression
- the volunteers who will be assisting with ongoing tasks.

The local team will design specific leisure and free time workshops for the young people in close cooperation with the Advisory Committee taking into account the needs, interests and motivations of the children. The Committee is composed of stakeholders representing different organizations and institutions that work with / for children.

Places: For the activities of our pilot project we will approach and use municipality spaces such as the "Theatro Polis" from the Nicosia Municipal Arts Centre [NiMAC], which has cozy atmosphere and ensures that children will feel safe there. Activities may be carried out at Agora Project, a place where creative people with a variety of backgrounds regularly congregate at an Old Municipal Market in the center of Nicosia and use it for communal activities. The project temporarily hosts the studios and shops of artists and craft makers. Additionally, there you can find various gift shops and second-hand shops with a selected variety of vintage clothes, eco-friendly reused and recycled products and art pieces, the crafts and art pieces will be relevant for the children to consider as part of the project. We believe that having workshops at Agora Project will allow children to not only get involved in our activities, but also observe the

examples of how adults use their creativity and playfulness in everyday life. During the final phases of the project, we will target schools in relevant municipalities, youth centers and other relevant and appropriate community/public spaces which are both suitable for children and can accommodate the final phases, in this respect, it will also be necessary to visit Kofinou refugee camp particularly because of the migrant/refugee nature of the residents inhabiting the camp. Outside of the workshops we will also have a few short visits to the museums and galleries to examine different forms of art and artistic expression there.

Equipment: Concerning the materials, for each session we will need different materials for making installations / artistic interventions. It will either be paint and brushes, spray paint, paper, pencils etc.

OBJECTIVES AND OUTCOMES

The long term objective of this programme is aimed at encouraging minors, particularly from migrant, asylum seeker and refugee backgrounds to both integrate and make a contribution, to their civil societies within their host countries. Using the pilot sessions, we aim to equip these minors with a platform to allow them to freely express themselves whilst equipping them with vital skills which will allow the children to make such a societal contribution. Research has shown that foreign unaccompanied minors in Cyprus, as well as the whole of Europe, face many stereotypes and discrimination in their everyday lives that do not allow them to become active members of their host communities. As a result, children with this background end up isolated from their peers and alienated from the community as a whole. A further objective of this project is to change the current attitudes of civil society towards foreign minors through innovative awareness-raising tools to reduce exclusion and encourage their fair and non-discriminatory access to their most basic fundamental rights in the field of culture and recreation.

The general objective of this pilot project is aimed at: harnessing the relationships between the national and foreign children who are subject to the project and to provide a platform for children to express themselves freely through recreational and cultural activities.

The ultimate outcome of this project will provide an alternative model, based on using recreational and cultural activities, for various and relevant institutions to follow. This model will be aimed at foreign minors with a focus on their right to play.

STRUCTURE/PHASES

We believe that for the pilot project to be effective and complete, the proper structure is needed. Therefore, we divided our workshops in three different stages:

Bonding activities (1 phase consists of sessions 1 to 3): 3 sessions for getting to know each other and start establishing relationships. Children will not only play ice-breaker games, but also share their personal experience and stories, this will allow the children to become comfortable with each other as well as build bridges between the local kids and children with a migrant background. We believe that is crucial for participants to bond as it helps to unleash their creativity and, additionally, it paves a way for more productive work in the following stages. These sessions will be vital in allowing the children to build a circle of trust with both their peers and amongst each child. Each of the three sessions will start off with a different icebreaker game which will touch on the personalities/likes/interests/stories of each of child. Using the information gained from the icebreakers, we will also be able to obtain an idea of the needs and expectations of the child, this will allow us to mould subsequent activities as the groups/children develop their confidence. In the final session, we will introduce visual arts as a topic and provide practical examples of each sub category. The initial icebreaker sessions will be vital in allowing the children to exchange and learn from each other, particularly in the areas of culture and play concepts. These sessions will encourage the children to become familiar with each other in what will strive to become, a familiar environment. The sessions will serve as an opportunity to gage the impact of a child from one country/society upon a child from another, all whilst harnessing a child's right to play.

Visual expression activities (2 phase consists of sessions 4 to 15): 12 sessions for children to familiarize with different forms of visual art. As the topic is visual art this will encompass 4 areas, which will be delivered over these 12 sessions, meaning there will be 3 sessions on one area. Visual arts will cover: street art, visual expression though drawing, storytelling & theatre, architecture and finally painting. Each area will be delivered in such a way which will allow the children to express themselves and think about their culture, identity, and how they view society/ their host/national country. Each session will also trickle into a final project to be exhibited at a later date. As the sessions progress, we will determine, based on the interests of the children, which area/s to focus on for the final exhibition. In addition to the workshops at NiMAC theatre and Agora project we will have a few short interactive visits to the museums, art galleries, and local events as well as interactive and playful activities to reflect on how children exercise their right to play.

During the sessions, participants will be asked to pay attention and think about which form of visual art they would like to work on and implement in the final phase. Based on the choices of each of the children in the last session of this phase, we anticipate that the children will be grouped in three/four smaller groups, depending on the chosen areas they wish to focus and subsequently prepare for an intervention in one of the chosen community/public spaces/centers. It is worthy to note that the children will be made aware during the project, and in good time before the final phase, that the intervention will take place at a separate space as detailed below.

Implementation and finalization (3 phase consists of sessions 16 to 20): 5 sessions will be organized to help subgroups work closely with mentors and implement their ideas/ projects in the schools or other community, neighbourhood spaces in Nicosia. The children will have an opportunity to contribute to an overall project, based on their chosen topic, (for example street art) which will eventually be displayed at the exhibition. Additionally, it is important to note that children will work in smaller groups and they will be encouraged to.

Additionally, throughout all stages children will have a page/ blog on social media (Facebook). Participants will administrate this page and, therefore, will be in charge of its content with supervision of our local team. To facilitate the work on social media the local team will select 2-3 children who would show their interest to coordinate the page and ready to use social media as an additional playful form of visual expression during the project. Children will be provided with suggestive guidelines of how many times per week we expect them to post, and what kind of content they should upload. Also, students will be encouraged to share their experiences throughout the sessions and conduct the interviews with their fellow students. However, it is important to note that the ongoing process and the coordination of the page will depend on children's needs and their willingness to express themselves. In this case we could see their growth during the project not only from our professional staff members who will be in charge of observing pupils, but also from their own perspective.

Over a 5 month period, 3 hours long sessions will be organized every week, we are planning to have 20 sessions. Below we provided examples of the sessions for each different phase (please see the Session outlines).

ACTIVITY NAME	1 PHASE/ BONDING ACTIVITIES: SESSION - "Let's get to know each other"
DURATION	3 hours
AIM	• To obtain an understanding of each child's needs, expectations, interests and hobbies • To eventually obtain an understanding of each child's culture and language capacity • Diagnose initial needs of the children collectively/individually • To harvest communication and trust amongst the group members • To give children an initial platform to allow them to express themselves freely.
STEP BY STEP PROCESS	Icebreaker games will be selected which will allow the children to get to know one another as well as build an element of trust with the peers delivering the sessions. The icebreaker activities will be selected on their capacity to allow each child to reflect on their personal story, identity, culture and their likes and interest. For the questions, each child will select a pre-prepared anonymous question from a hat and ask the child next to them. Each question will focus on the areas described above one question could be, how do you play in your country? Additionally, students will be asked to elaborate more on their needs and expectations from this project an questions like - what do they think about their role in the project or what do they expect from their fellow students – will be addressed. Following warm up exercises to enhance communication amongst the group and after a short break the second half of the session will see the children paired up to use the information obtained in the initial icebreaker session in an expressive way, such paint or perform their responses for the rest of the group. These sessions will encourage the exchange of personal stories among students with different backgrounds, facilitate the discussion about the challenges not only from migrants' perspective, but also from local children view. *Note: for all questions above we will provide a platform to freely raise additional questions and lead the discussion in the way participants want, not necessarily by following questions prepared by our staff members..*
MATERIALS AND RESOURCES	Coloured paper, scissors, pencils, pens, waxes, chalk, paint.

ACTIVITY NAME	2 PHASE/ VISUAL EXPRESSION ACTIVITIES: FIRST AREA - "Street Art"
DURATION	3 hours
AIM	• Through delivering an introduction, allow the children to familiarize with street art concept and the way of how it is perceived in the society

	• To encourage students to think about personal, social or political topics and the ways of how they can express themselves by harnessing their creativity and making it visual • to be able to obtain, in a playful way, information/ results from the children/group to be used in later evaluation, for example • To narrow down the interests of each child in line with the topic introduced • To continuously nurture an environment for the children to build, communication, trust, confidence and freedom of expression.
STEP BY STEP PROCESS	The team will introduce the children to the goal of the sessions, expectations and what we aim to achieve from the session. Advise the children that this session will be one of four areas covered and children will get to choose one area they wish to ultimately use in their final projects. Particularly for the "Street art" block children will be introduced to street art and have its concept explained. Also, participants will be encouraged to discuss the purpose of street art and how it can help/ be a way to express your personal, social and political opinions in a creative and playful way. During the discussion the following questions will be addressed. What would the children love to say/ express with their street art project if they had chosen to choose this form of art for the final stage? Where would they want to implement it? How could they express themselves? What kind of personal, social or political topics would they want to address? Also, how does street art change (if) change the identity of a particular place? In addition, to these questions the participants will be provided a platform to freely formulate questions on their own and express themselves as reflecting on children's needs continuously will remain one of the most important aspects throughout the sessions. Finally, it is important to reflect on the session by discussing what participants wanted to express using street art and how they would apply their knowledge and skills and schools, in their communities, at home and in everyday life
MATERIALS AND RESOURCES	Spray paint, cello tape, printed images of street art, glue, scissors, assorted cardboard and various sized paper

ACTIVITY NAME	3 PHASE/ IMPLEMENTATION AND FINALIZATION
	Note: the sessions will be organized accordingly to children's ideas for the project and the form of visual art that they will choose to implement it. Therefore, for the 3 phase only the structure is provided.
DURATION	3 hours
AIM	- To allow children to gain skills in both working individually and cooperating with others - For all children to contribute to a final project/exhibition to be displayed at chosen venue - To arrange an open day and corresponding awareness raising campaign to allow for the promotion of the exhibition.
STEP BY STEP PROCESS	In the beginning of phase 3 there will be a brainstorm on ideas within each sub group in relation to delivery of the final piece which is to later be displayed as an exhibition, for example, if a sub group votes to display a street art piece on 'friendship'. We anticipate that sub groups will be between 7-8 children and there will be a discussion on each sub groups detailed plan with them (plan will be prepared during the sessions) to ensure that they understand their tasks/expectations/responsibilities and overall result. We will ensure each child has adequate responsibilities which will have an element of team work, individual work and "play". Visits to the proposed venue will need to be arranged to ensure that the venue is able to cater for the overall exhibitions An awareness campaign will be delivered through TV video clips will broadcast to the public at large, and will target children's associations, civil society, NGO's and any stakeholder who are involved in foreign minors. An open day alongside the sessions will also be arranged to promote the project and the exhibition day. Parents of the children will also be invited to the open day so that they may attend. These 5 sessions will be split into: 1 x 2, 1 x 2, and 1 x 1. 2 sessions will focus on developing the plan for the execution of the projects on the exhibition day, in line with the child's chosen theme. Each subgroup of 7-8 children will focus on their creating a piece based on their chosen area for example visual expression, and will subsequently contribute to a detailed plan as to how the execution of their final piece will be delivered 2 sessions will focus on the development of the a final piece for each sub group, including a practice run on how their final piece will be delivered where participants will focus on their on projects 1 session will be the exhibition day Finally, during the phase 3 we will have a farewell/celebration party where parents will also be invited will take place following the delivery of all sessions. It is worthy to note that group numbers/subgroups may be subject to change depending on the child's interests, for example, there may be no one who is interested in street art and therefore the sub groups may be grouped as 3 groups of 10.
MATERIALS AND RESOURCES	Materials will depend on which form of art participants will choose for their intervention project

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INTRODUCTION

The objective of this workpackage was to test and measure an alternative approach aimed at increasing the participation of foreign minors originating from third countries, unaccompanied minors (UMs) more particularly, in "Play" activities – based on art. 31 of the Convention on the Rights of the Child: cultural, recreation and sports activities in the host community.

A network of LAB31 workshops was set up in 7 countries to provide a model of good practice in the integration and active participation by foreign minors in the host neighborhood. Specifically, the workshops were set up in Italy - Crotone, Great Britain - Liverpool, Belgium - Forest, the Czech Republic - Prague, Spain - Murcia-Lorca, Cyprus - Nicosia, and Romania – Bucharest and Galati. A local team of 4 members (local coordinator, specialized leader and facilitator) was set up in each of the pilot cities. The number of leaders and facilitators depended on the selected activities.

The workshops targeted foreign minors originating from third countries, including UMs and young natives from host communities, aging 6 to 18.

The project aimed at making it possible for young foreign minors to take an active part in local community life, be recognized as individuals, be respected, and be a leading player in their life at a local level.

Each pilot workshop follows a methodology framework shared and validated by project partners (PPs) in phase 1, with special adjustments to the specific situations in pilot cities (for example, gender makeup of the group, interests, preferences, and hobbies, etc.). Within each pilot city, the local team adapted the methodology to local specificities.

LAB31 WORKSHOP RECOMMENDED STRUCTURE :

- 4 hours per week of play and recreation activities based on sport, music, acting etc. during 5 months.
- Group: 20 youths – ideally 10 migrants originating from third countries, including UMs, and 10 natives from the host neighborhood.
- Youths are allowed to change groups or to stay in the same group of 20 during the 5 months, the objective being to guarantee foreign minors real participation in play and recreation activities.
- A set of recreation initiatives will be developed in Phase 1 (methodology framework).
- Location of the Workshops will be chosen according to the local specifities.

MONITORING OF WORKSHOPS

On the basis of the measuring instrument kit developed in phase 1 (WP1 measuring kit), each local coordinator involved in the pilot project was in charge of collecting and producing information and data requested (questionnaires, self-assessment reports).

This monitoring work was to be carried-out by the local coordinator who led the team of Lab31. Each local coordinator filled 3 self-assessment reports – before the realization of the Workshops, in the middle of the realization and when the Workshops had finished. The summary of these reports is available in the next chapter „II. Self-assessment reports".

The following reports were made by the local coordinators from each of the 8 pilot cities. In case of Romania there is one summary report from both cities, Bucharest and Galati.

A. CROTONE (ITALY)

The duration of the pilot project	6 months
Human resources	Psychotherapist, Educator, Music therapist, Facilitator and the two Coordinators
The space/s chosen	Classroom – gym - park
Participants	19 (12 boys, 7 girls)

The aim of the pilot project was to use games as a tool to "draw out" what already exists in every child: creativity. Bringing each child to the knowledge of himself/herself, adapting to the environment, to inclusion, and above all to the socialization.

The methods used:

Drawing	Simulations
Role-playing games	Relaxation exercises
Circle-time	Problem solving
Music	Warm-up games
Story telling	

Before the workshops

Through play the kids relate to other people, knowing the world and having new experiences. Very often family and economic conditions make the children responsible for acting like adults; with this project we try to bring them back to childhood.

The minors participating in the project did not have social commitments and friends. The workshop proved to be a unifying topic. For many children it has become an extra-school activity, and we make sure that their time is not spent solely and exclusively on the mobile phone.

Objectives:

	Objectives	Positive aspects	Problems encountered
1	To promote the use of leisure among the participants in the workshop as an integrating element. The activities are aimed at developing their personal, social and cultural abilities; and facilitating personal growth, learning,	Insertion and integration. The boys found no problems in accepting others. The heterogeneous group showed respect for roles and figures.	The participants did not have the educational rules of being together. Uneven times and methods with respect to the context.

	critical spirit, cooperation and socialization. All of this is done through the advantages provided by the experience of leisure workshops.	Collaborating and opening up to new dynamics.	
2	To awaken the interest of the participants in an adequate use of leisure and free time, as an essential element for personal well-being and social integration.	Ability of expression understood as the use of communicative and alternative channels to those used daily by the members of the group and use of creativity as a vehicle of personality. If properly stimulated and encouraged, they demonstrate collaboration and openness.	The group is bound by fear of judgement. We notice low levels of self-esteem and self-confidence. Little self-awareness and self-control of one's emotions. Little recognition of one's emotional and empathic states.
3	To promote an atmosphere of trust among the members of the group.	Restitution of playfulness as a tool for learning and recovering spontaneity. The group welcomes new ways of playing and participating. Times and spaces serve as containment for their externalities of energy and excessive infantilism. However, at the end of each activity, through the use of different and strategic methodologies it is possible to learn, know and reflect through the play, spontaneous but restraining.	Games by the participants is intended as an uncontrolled externalization of behaviors and attitudes that are not channeled and inappropriate to the chronological age. They do not demonstrate the ability to positively build a "game".

How do you plan to motivate the children?

The lab always starts with fun warm-up games to motivate kids.

Sustainability
- Creating a climate of trust in the group in order to establish interpersonal relationships.
- Telling the experience and witnessing it, documenting it through videos and photos.
- Proposing always new, stimulating activities conveyed through the game so that the topics covered can remain in their minds and in their hearts.

How your expertise can contribute to the success of the pilot project?

Studies done and experience with minors can be very useful.

How do you plan to consider the cultural differences of the participants and promote an environment of integration, respect and dialogue?

The themes dealt with through games are universal without color and flag. Trust, loyalty, imagination and dreams belong to everyone.

What kind of conflicts and/or problem may arise during the pilot project and how are you going to cope with them?

The problems could be different, but they will be dealt with by children as they arise.

Positive:

☺ Chosen topic was multiculturalism: The activities involved the group, which enthusiastically welcomed the proposed activities. Positive aspects were: enthusiasm, participation and perseverance.

☺ The project meets the needs of the participating group, as most children do not attend any other afternoon activities. The project relieved them of a situation of loneliness filled by the virtual world by inserting them in a reality made of relationships and contacts.

☺ Insertion and integration. The boys found no problems in accepting others. The heterogeneous group showed respect for roles and figures. Collaborating and opening up to new dynamics.

☺ Restitution of playfulness as a tool for learning and recovering spontaneity. The group welcomes new ways of playing and participating. Times and spaces serve as containment for their externalities of energy and excessive infantilism. However, at the end of each activity, through the use of different and strategic methodologies it is possible to learn, know and reflect through the play, spontaneous but restraining.

☺ The participants, at the current state of the course, have reached a good level of integration considering themselves a group. The first part of the project, thanks to specific techniques and activities, allowed to create relationships of trust and alliance.

☺ The participants are showing much motivation and enthusiasm. In a second phase they showed a lot of enthusiasm for emotional activities, painting, non-verbal expression and imagination games.

☺ Participants show greater interest in pictorial-creative activities. The pictorial-creative activities are from the project most planned and thanks to them the product is more tangible.

☺ The duration of the project is partially adequate. Despite the recovery of spontaneity and creativity it has emerged, in the end, to create a team.

☺ The economic resources are sufficient. The materials requested were punctually and regularly provided for each type of activity.

☺ Continuation in larger areas will allow us to verify the maturity acquired in terms of responsibility and group management.

☺ The number of participants is sufficient and adequate for the objectives. The number did not generate management problems and the achievement of objectives.

☺ Some members of the group have highlighted a satisfying relational and behavioral change.

☺ The project is easily transferable to other realities. It is very positive for children in developmental age and psycho-affective development.

☺ This pilot project will increase the participant's motivation and interest in carrying out leisure activities. They have gained benefits regarding the quality of their interpersonal relationships.

☺ Our competence is appropriate for this activity. Working a lot on the preliminary phase generated many benefits, both for the achievement of the objectives envisaged by the project, and for the recovery of spontaneity and creativity.

☺ We are trying to consider the cultural differences and promote an environment of integration, respect and dialogue: it has always been a priority. The curiosity of the participants has always been high in comparison and knowledge of the other.

☺ From the conflict emerged issues useful to their growth and to the activity itself

☺ The chosen workshop activities "Theater and Music" involved the group with enthusiasm.

☺ The continuation in larger areas has allowed us to verify the maturity acquired in terms of responsibility and management of the group.

☺ The number of participants did not generate problems regarding the management and the achievement of the objectives.

Negative:

☹ The participants are not used to group activities, and their meta-cognitive abilities and emotional self-awareness are limited

☹ The heterogeneity of the participants and the lack of awareness of themselves and of others made the cohesion of the group difficult.

☹ In a first phase they were more involved in physical games and activities, ignoring the non-verbal and emotional ones

☹ Activities that are not conveyed by transitional tools appear more difficult as the attention capacities fail

☹ Being a group that is not very educated on the borders, on the management and recognition of its own and others' emotions, the preliminary phase of the project for the construction of a team had to be taken care of a lot. Therefore, more time was needed, compared to groups that are already structured and educated in group work.

☹ To create a containment space, it was necessary to lengthen the period in a closed classroom

☹ Skills in terms of knowledge and competences will not be the same for everyone

☹ Due to the temporary housing conditions of some of the foreign minors participating, it was not possible to define a lasting interaction over time

☹ Often the ethnogeneity of the participants' communicative codes caused small, totally solvable misunderstandings

☹ Participants still need time to learn how to be in a group and to recognize their emotions to express them

☹ In the last phase, the workshop moved to a medium-large area and an open space, as planned. This displacement has created difficulties in containing the borders in children who are a little more vulnerable.

B. LIVERPOOL (GREAT BRITAIN)

The duration of the pilot project   6 months (16 workshops)

Human resources   1 coordinator, 1 facilitator, 2 animators (teachers)

The space/s chosen   Premises in Liverpool City centre and surrounded areas

Participants   20 (8 boys, 12 girls)

The topic chosen by RARE Liverpool is identity.

The methods used:

Range of different techniques to engage young people	Teambuilding games – at the beginning of each session to energise the people and get them working together
Creative games - drawing of badges, meaningful objects, puzzles, crafts,	Mindfulness - to get the kids focused and to reflect on everything they have learnt
Group games – using imagination	Drama

Before the workshops:

We have a range of activities planned including trips out, photography, art, drama, music and film. The most important factor is that they keep having fun and are enjoying the session. We gain regular feedback through the pilot projects. We are going to use emoticons to get the young people to describe how they feel at the end of the sessions.

Objectives:

	Objectives	Positive aspects	Problems encountered
1	To get them to know each other and feel comfortable around each other and make friendships	This objective is the strongest so far. The children have come from different backgrounds but yet have already made strong friendships.	
2	Involve children in active leisure time activities	The activities we did carry out the children really enjoyed, particularly the arts and crafts.	We would have liked to take the children to more activities outside of the centre. For example we considered sport and going to a football centre as many had football in common. But the health and safety of getting the children around the city was too difficult. Sometimes the students were restless after the sessions, due to their attention span.
3	Help children to communicate in English language	The children were able to communicate in English together and work together on projects.	We had a translator in all the sessions to help with communication. But, we often needed this more for the parents than the children.

How will you keep the children motivated?

We are involving them in the planning process and giving them some ownership over the project.

Sustainability
● We are looking at fundraising to keep the project running.
● We will take the lessons learned into both our organisations.
● Participants already committed to taking part in regular activities, which they have not done before.

How do you plan to consider the cultural differences of the participants and promote an environment of integration, respect and dialogue?

One example of integration and understanding is we ask the participants to bring in food from their culture and and have a picnic and eat various foods from different backgrounds and discuss what they all have at home regularly and how it is different but interesting.

What kind of conflicts and/or problem may arise during the pilot project and how are you going to cope with them?

We have some issues with young people speaking their own language over the teacher and it can seem quite disrespectful. We also got them to work on their own ground rules for the project. We have some issues with attention spans, but we just ensure that they remain focused and attentive.

Positive:

- ☺ They were working together as a great team and supportive of each other at every turn. If one is upset they support that person.

- ☺ We needed to swap activities regularly in order to keep them engaged (once we did that it kept their interest and motivation up).

- ☺ The children showed their interest during these activities: they loved making their puzzles, adding and developing them each week. It helped give them a focus and something to achieve.

- ☺ The duration of the pilot project was adequate and it was good to have an end goal of the presentation day.

- ☺ The team worked really well together for the end goal and with the tools available.

- ☺ During the project we changed the venue, found a more adequate place for community activities and opened up discussions with the community venue that we are working with to discuss potential partnerships for the future.

- ☺ This project is easily transferable to other realities. The idea of children having fun and expressing themselves through play is transferable in many contexts.

- ☺ We think the pilot project has opened children up to the idea that there are other things they can do with their leisure time

- ☺ The team has a good mix of skills and expertise to work with these children.

- ☺ We agree this is important and using an 'aunty' from the refugee community helped to build respect and develop relationships.

- ☺ We had some behavioural issues with the children but were able to resolve them quickly.

- ☺ We are happy with the progress so far and have regular team meetings to consider how the project develops

Negative:

- ☹ Sometimes the attention span of the younger participants was challenging, they also got tired towards the end of the activities.

- ☹ We should not have let the children cut out their own puzzles. They did not all end up as a workable puzzle!

- ☹ Some of the sessions seemed a bit long, but with school holidays etc., we were not able to do them more frequently.

- ☹ We had 4 staff on the project, but we potentially needed an additional member of staff to manage some of the behavior issues.

- ☹ We also had to provide lunch each session for the children as they were unable to go 4 hours without food.

- ☹ The initial venue was a college space, and the children had access to computers. Very early on we realised this was not suitable because we needed to get the children away from screens. So we moved to a new venue.

- ☹ We think any more children would be hard to manage.

- ☹ Sometimes the behavior was challenging, especially amongst siblings, but we developed strategies to support this.

The duration of the pilot project	6 months
Human resources	1 coordinator, 1 facilitator, 2 animators (teachers)
The space/s chosen	Toy library for the weekly workshops / Cottage for the full week-end
Participants	20 (11 boys, 9 girls)

The CPAS set up recurring workshops focusing on the theme of play for a group of newly arrived foreign children including unaccompanied minors and children born or living in Brussels.

The methods used:

role play - promoting collaboration	board games - address different topics such as rules
athletic games - allowing the expression of a physical activity	traditional or cultural games - allowing the referral of each on his own way of considering games in his own culture
giant games - favoring creativity	quiz games - highlighting observation

Before the workshops

Games can open countless debates conducive to the knowledge of each other, explore deeper and more personal subjects, all in a playful and relaxed atmosphere.

Objectives:

	Objectives	Positive aspects	Problems encountered
1	Set up recurring workshops focusing on the theme of play for a group of newly arrived foreign children including UAMs and children born or living in Brussels	Problems with the target group's focus led us to be more creative and to meet the public (workshops organized in reception centers for refugees mixing the two publics, ...) which allowed for exchanges very interesting with both target groups.	The lack of time at the meeting and the formation of the target group before the start of the workshops posed significant problems in the formation and cohesion of a unified group.
2	This project will aim at strengthening the integration of foreign minors, including unaccompanied minors	Nevertheless, the strengthening of the links between this audience will have been visible in the series of workshops but especially through a community experience (residential weekend) that has allowed everyone to develop a deeper and empathic relationship with each other.	The reality experienced by the two target groups (young migrants and local youth) being so different, the recurrence of this form of intervention has not always been adequate or in line with the rhythms of each.
3	Other results that were not planned have been achieved: working on themes as complex and delicate as exile, family separation, loneliness. This was possible thanks, among other things, to the mixing of generations among children (children and adolescents).	In this case, the sharing of complex emotions has been greatly facilitated by the exchange of an intergenerational public. The youngest children will have been able to naturally defuse moments filled with greater sadness for adolescents. The natural candor of the little ones will act as a process of support and resilience for the older ones.	The moments of play are as much space of play, natural, vector of expression. This expression can be complex when it overflows emotions that may appear difficult for a vulnerable public.

How will you keep the children motivated?

Games inherently require cohesion, group and natural attraction.

Sustainability
- It can create relationships that will persist well beyond 6 months for young people.
- Most of the young people who gather around the table explain to us that they have very little access to games and play. In this order of ideas, reviving the taste for play for most of their children is a first guarantee of success, now and for the future.

How do you plan to consider the cultural differences of the participants and promote an environment of integration, respect and dialogue?

The difference is addressed as a strength for the group. It is demonstrated through all formal and informal discussions with young people. The basis of every exchange is that the young people enjoy themselves, learn from each other's differences with respect, and listen to each other.

What kind of conflicts and/or problems may arise during the pilot project and how are you going to cope with them?

The conflicts that may arise during this project are related to the dialogue that can occur while playing or evaluating games

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EVALUATION OF THE WORKSHOPS

Positive:

☺ Playing games had the same effect on all the participants: allowing a space of expression, while supporting the importance of playful moments in the life of each youth

☺ In contrast, the needs of a target audience too often pushed to adulthood will be allowed to play, and so resume their role as children and adolescents.

☺ Mixing the two groups together (workshops were organized in reception centers for refugees)

☺ Playing games is very rewarding because it allows everyone to find moments of joy, pleasure and laughter. Curiosity and sharing were present almost constantly.

☺ Playing games is an interesting starting point for any sharing and discussion.

☺ Mixing of ages in this type of project can be very beneficial.

☺ The diversity of the group (cultural, family, language references) has allowed us to further strengthen our expertise on all these issues, both in moments of dialogue and implicit tension.

☺ There are many reasons for satisfaction with this project and all are geared towards good collaboration with the teaching team and the target audience. The fruitful collaborations with the different families and the institutions are as much a guarantee of success of the project in the return of satisfaction that they give of it.

☺ The medium of games was a tool to address the issues of conflict, sometimes in a roundabout way. Games require respect for each other and material supplies. All of these rules can adequately be transcribed to implicit rules of everyday life.

☺ It seems to us undeniable that a project of such an order will have resonated with the target audience and will have shown its relevance in connecting audiences that are too rarely invited to meet and confront each other.

☺ The moments of play are as much space of play, natural, vector of expression. This expression can be complex when it overflows emotions that may appear difficult for a vulnerable public. In this case, the sharing of complex emotions

has been greatly facilitated by the exchange of an intergenerational public. The youngest children were able to naturally defuse moments filled with greater sadness for adolescents. The natural candor of the little ones acted as a process of support and resilience for the older ones.

☺ A difficulty encountered may have been in the rhythm that each child takes in playing games. Any pace must have required adjustments of each other. One of the strengths of the project could consist in the discovery of each other needs and paces but also new forms of games.

Negative:

☹ With regard to the target audience, the theme of the games is perceived by everyone in a very particular way and may have led to some misunderstandings (framework, rules, ...).

☹ The needs of these young people is focused on the need to create and strengthen relationships, which the short sessions do not fully allow.

☹ Problems in formation of a unified group during the weekly workshops.

☹ Workshop start-ups are often crucial moments and will often reveal two distinct groups in these beginnings.

☹ Going to meet teenagers and children for nearly 5 months on a weekly basis also means having access to all the tensions and moments of resistance and participation of each other.

☹ The places chosen for the workshops was not always the most adequate, in contrast to the particularly suitable place where the residential stay took place.

☹ The linking of groups may have put aside this interest of the game in its singularity. We will therefore have little opportunity to be caught up in the singular world of each in a more individual way. We may not have found the right balance between an imposed framework and the unbridled and anarchic creativity inherent in children's play. Does a child play Wednesdays from 2pm to 5:30 pm? The modality seeming to us ideal reflects more the model proposed during a complete weekend, mixing activities, moments of beats and breathing, according to a more adequate rhythm of the child.

☹ Contingency difficulties with this type of project tend to minimize the impact of human investment. The compression of the hours of services devolved to this type of project will not have followed the reality of investments in the field. The actual services will have exceeded the only workshop sessions and obscure all the work in the shadows, institutional networking work, towards the families, a work of logistics that will not have been sufficiently taken into account in the count of the work of the different providers.

☹ The recently completed project has awakened many requests from the participants. In this respect, the end seems to have arrived too hastily for the participants.

☹ Working with an audience of local youth and young migrants involves a lot of work on the front line with the youth network (familiar network, institutional network, ...). All this unquantified work in the submitted project is very important. Depending on the accessibility of the audience and the meeting with it, the network defined above has expanded considerably and geographically, which has also lengthened the hours of the project facilitator and facilitators.

☹ We had to deal with many site changes during the process to more easily meet the public. It is an adaptation that is sometimes necessary, but also harmful because the start of each workshop is unfamiliar to the participants.

☹ The great difficulty encountered in the implementation of this project consisted in a variable participation of the public, which required sensitization towards institutions that should have been initiated well before the start of the action itself by the project's holder. Many factors will have to be taken into account in replicating this type of project. The success of such an enterprise is first and foremost the accessibility to meet different audiences while being aware of the realities of each other.

Other interesting notes:

One of the problems that the participants might encounter in this desire to extend or repeat a gaming experience is access to the game and to leisure activities themselves. Very often, the economic and social reality of this public limits them in the access to games, for lack of time or of own financial means.

Although our expertise must be emphasized, it should not overshadow the importance of the great caution that must be taken in setting up such a project that connects public to very different paths, referring networks to questions numerous.

Teacher2: "Games really symbolized everything it represents as a universal tool for exchange, sharing, promoting solidarity, desire and joy."

D. PRAGUE (THE CZECH REPUBLIC)

The duration of the pilot project	6 months (20 workshops + 1 final event)
Human resources	10 specialized lectors, 1 coordinator, 2 facilitators
The space/s chosen	Elementary school Korenskeho, Prague 5
Participants	21 (12 boys, 9 girls)
Duration of each workshop	4 hours

OPU created a plan for 5 months of different leisure time activities: parkour, drumming, street dance, arts and theatre. These activities are led by experts for the activity (parkour trainers, musicians, professional dancers, teachers of arts and actors). They have their own methodology based on their lessons. Every week children attend 2 hours of specialized lessons and also 2 hours of teambuilding activities, that will help with their integration, self-esteem and Czech language skills.

The methods used:

Specialized lessons:	Teambuilding activities:	Games – board games, games prepared by lectors
1st month: parkour	1st month: activities focused to "get to know each other"	Role playing
2nd month: drumming	2nd month: "who am I and who would I like to be?"	Non-verbal activities
3rd month: street dance	3rd month: Where do I come from?	Psychological games
4th month: arts	4th month: My opinions and attitudes	Talking sessions – listening to the others
5th month: theatre	5th month: Support of self-confidence through theatre	Open game

Before the workshops

Chosen activities are based on personal investigation in Community center of OPU. We tried to choose different types of leisure time activities, so everyone can choose the one he/she likes.

Evaluation of objectives:

	Objectives	Positive aspects	Problems encountered
1	To involve children in active leisure time activities	Based on the final questionnaires for kids, they enjoyed the activities and want to continue in their free time.	We chose 5 different types of activities, so we expected that not everyone will like everything; a few times, children didn't want to participate.

2	To improve the children's communication in Czech	We tried to support children in communication in Czech, we played a lot of games, where they have to speak. We saw the progress and increasing of self-esteem.	We had communication struggles with the eldest boys. They were able to speak together with their special mix of Albanese-English-Portuguese, but they didn't make progress with Czech. We think this is the result of communicating mainly with each other, not with younger children.
3	Remove barriers between migrants and locals	We didn't see any difference in our group between locals and migrants. The children played with anyone, regardless of origin. Cultural diversity was not very visible, as most children came from Ukraine or Russia.	This objective was created by adults before the project started. We thought there would be a problem with this, but there was absolutely none throughout the whole project. Children perceived each other as children, not divided into foreigners and locals, which is great.

How will you keep the children motivated?

Our idea to motivate children in based on Herzberg two factor theory. We used positive motivation based on positive satisfaction, success achieved together, on the joy of something we created etc.

Sustainability

- We will use the data at methods from pilot workshops in our long term work with children of migrants and their successful integration.
- In the pilot project we can test and later examine used methods and use them effectively in our follow-up projects or help the other NGOs who work with migrants.
- One of our goals was to support new friendships and help children to find their self-esteem, and also improve their Czech
- We also plan to stay in touch with children from the project and their families and help them to find them appropriate leisure time activities for their kids (or ways to fund them).

How do you plan to consider the cultural differences of the participants and promote an environment of integration, respect and dialogue?

We want to establish an environment where we see others as their friends and where cultural and religious differences play no role. Of course we fully respect the needs arising from cultural or religious diversity.

One of our first steps in pilot projects is to set the rules. We want children to create them, but if they won´t say it, it's our responsibility to include in the rules respect for others and their opinions.

What kind of conflicts and/or problem may arise during the pilot project and how are you going to cope with them?

Conflicts stemming from lack of language skills – we tried to prevent these type of problems by creating a schedule of activities, where we are counting on that children are not able to speak Czech language very well. For the first few weeks of the pilot project we will not use verbal games that much, but rather concentrate on non-verbal activities or activities that promote confidence in speaking.

EVALUATION OF THE WORKSHOPS

Positive:

Specialized workshops:

- ☺ PARKOUR: Involvement of all children. Children really enjoyed this activity, especially boys. Some of them want to continue in their free time (parents asking for our help to find a "class" in their neighborhood). We had an excellent lecturer, who paid particular attention to safety. The children respected his authority.

- ☺ MUSIC WORKSHOPS: The communication through music was very easy for kids who can´t speak Czech. We were able to learn an instrumental song together and communicate without words, only by drumming.

- ☺ STREET DANCE WORKSHOPS: Young lectors became a good part of our group; the children liked them. Children learned new elements of the dance.

- ☺ ARTS: Children created very nice pieces of art. They had the opportunity to be creative and create something new together. For example, they created a huge floor puzzle from 16 pieces, where every piece symbolized a personality of one children. They made T-shirts, according to their ideas, which they then took home. They learned new DIY ("do it yourself") techniques that they had not known before. The girls especially liked these activities.

- ☺ THEATRE: The children mostly tried this activity for the first time, and they liked it. We were surprised how positively they reacted to improvisation. Girls who had problems speaking in Czech were active in activities where they didn't have to talk, but only to show off with body language. They all learned new elements of theater improvisation and had a lot of fun.

- ☺ Quantity and choice of activities offered to children a chance to try everything

- ☺ Every workshop we have an access to the gym and also to the class. So we can combine it and when we see children are tired or full of energy they can go to the gym to run and play or go to the class and calm down.

Teambuilding activities:

- ☺ Children treat each other with respect. We think we succeeded in making the kids friendly and communicating nicely.

- ☺ The older kids act nice to the young ones, they helped each other.

- ☺ We were successful in building new friendships, the group was divided into few smaller groups of children who did´t know each other before. They play together and even meet in their free time.

- ☺ We were satisfied, that the group was constant. Each month we accepted new children, so group of children was growing. For us it was a sign that children like to attend workshops.

- ☺ Everytime we gave to children a chance to say what they think about something or to express their feelings through arts / games, they liked it. Most of them like to talk about their opinions, perhaps because they don´t have that chance in families or schools that often.

- ☺ In the last 2 months we tried to support children in their social competence. We talked about democracy, about parents, and about the responsibilities of children. We also opened topics where the children were supposed to come up with a solution and attitude to some debatable situation.

Negative:

- ☹ We had to deal with boy diagnosed with autism (parent didn't tell us before the workshops) so it would be it would be necessary to include in the entry forms a part about the child's health.

- ☹ Age diversity in our group was very wide. We had children from 8- 16 years old, which brought a number of minor problems. Usually older boys didn't want to participate. It was a very high target for our lectors to attract the attention of children. Some activities were easy for the old ones and other ones were childish for them.

- ☹ 2 of our lectors were teachers from an elementary school. They had stricter requirements for the children than other lectors, especially regarding their behaviour during the workshops. We often worked with sharp instruments or chemicals, so it was logical that the lectors wanted everything to be safe, but some children did not take it well, and sometimes acted up or got angry.

☹ Lectors of activities changed each month, so it would be nice to have a stable team during all the project.

☹ At the end we needed more time for theatre workshops. One of our goals was to prepare final theatre play, but 4 weeks is too short to get ready for a play.

☹ The ideal space also requires the support of the people who work there. We rented space and there were some issues with the reluctant cleaning woman, who constantly provoked conflicts with children and lectors of our activities. If we could have the support of a school for space and cooperation, it would be awesome. Unfortunately we didn't have that.

☹ The venue of the workshops should be sometimes outdoors. All our activities were inside (in gym or class) and if we would have a chance to change something in future, we would combine indoor and outdoor activities.

Interesting notes:

We are afraid that the surrounding social environment, the family situation, and the lack of money and appropriate activities in the area where children live will affect their efforts to continue their activities.

E. MURCIA-LORCA (SPAIN)

The duration of the pilot project	5 months, 4 hours/week, divided into two days (20 workshops, 40 sessions)
Human resources	2 coordinators, 3 facilitators/treachers, 1 head teacher
The space/s chosen	Primary School San Cristobal – a classroom and the gym class
Participants	20 (6 boys, 14 girls)

The main theme chosen by Cazalla for the pilot project was creativity, through art-therapy and music-therapy. The workshops were designed to work on developing emotions, self-esteem and personal growth through creativity. The workshops created a safe space in which all children were encouraged to develop their creativity and skills and discover new ways to spend their free time.

The methods used:

Informal education	Music Education
Art therapy	Plastic and visual education
Music therapy	Games

All these methods aimed at improving group cohesion, individual self-esteem, the creative process, and personal project development.

Before the workshops

All the activities were designed to take into account the needs and likes of the children, and also to work with them on their self-esteem and self-expression in order to increase their motivation in participating.

The decision to run the workshops at "Colegio San Cristóbal" was made because it hosts an important migrant community. Even though but it lacks the necessary resources, the personnel is open to implement projects in the benefit of migrant children.

Objectives:

- Stimulate creativity through exercises with different artistic disciplines that awaken creative thinking in boys and girls
- Show different methods of expression and guide boys and girls to discover other forms of expression with which they can communicate in a way that they feel comfortable with.
- Develop a critical and tolerant thinking among students by creating dialogue in the group and encouraging their ability to express themselves orally.
- Offer a safe environment to work with freedom of expression, cooperation between equals and active listening.
- Offer the boys and girls a different leisure activity than they usually enjoy in which they can acquire new knowledge that they would not be able to acquire in their daily environment.

How will you keep the children motivated?

The children were motivated by participating in play activities close related to the things they are found of, such as dancing, playing music/singing, and gymnastics.

Also, the team motivated the children by proposing challenges for children and by using a language that is simple and motivating. The program of activities was always adapted to the children's needs.

Sustainability

- In order to ensure sustainability, Cazalla will write a report about the pilot projects and submit it to the City Council, politicians, and bystanders.
- Cazalla will cooperate with other schools in order to present the concept of Lab31 workshops and propose implementing similar projects.
- Cazalla will also create a guide with all the sessions' designs, so anyone interested will be able to duplicate the idea of Lab31 workshops and implement them with other children.

How do you plan to consider the cultural differences of the participants and promote an environment of integration, respect and dialogue?

Activities were designed in order to help children to overcome their barriers and find new ways to express themselves through art and music, which are perfect tools for integration and dialogue.

We placed special focus on creating a space to express their cultural identity, and to learn to value their own and others' identity.

What kind of conflicts and/or problem may arise during the pilot project and how are you going to cope with them?

Children might not understand the activities, thus there will be 3 teachers in the classroom that can help with the explanation.

Children might not feel comfortable enough to share their feelings, thus the team will do a lot of activities to make them feel comfortable before they start the sessions when they need to express themselves. This will be a whole process designed to create a safe environment.

Children might not feel they are good at art or music, thus the team will focus on the idea that the result is not important, but music and art are just a tool.

EVALUATION OF THE WORKSHOPS

Positive:

☺ The boys and girls have generally shown interest in the activities and would have like the sessions to be longer (more than 1h30m or 2h).

☺ The participation of the children has been very active. They came regularly to the workshops. Once they even stopped their Ramadan party to make the final exhibition of their final projects

☺ In general, we have seen the boys and girls very involved in the activities. They were always willing to repeat them. One of the reasons for this is the difficulty that many of them were not being able to do these activities outside of these workshops.It was something new for them, and they learned a new way of working.

☺ Little by little they began to find more self-confidence, and what used to be insecurity has been transformed into pleasure through research and experimentation. After participating in Lab31 workshops, students show more self-confidence, are more positive and have largely developed their creativity and can express themselves better.

☺ After several sessions, progress was seen even in the students with the most difficulties.

☺ In general, a good group atmosphere was created and mid-project participants were able to resolve conflicts that arose on their own. Even so, there were children with difficulties in expressing themselves orally and others with special needs who had difficulties integrating.

☺ At the end of the pilot project, children were able to resolve their conflicts, showing great empathy among themselves and much comradeship. Many times the students resolved conflict on their own.

☺ The program developed for these kids could be adapted for any type of group regardless of age and backgrounds.

☺ The different profiles of the members of the team have helped to build learning in a positive way for the participants and the results of the activities showed their evolution.

☺ The resources (economic, human and material) used in the pilot project were sufficient for the achievement of the proposed objectives.

☺ The number of participants was the right one in order to be able to work well with everyone.

☺ The results were positive mainly because the facilitators had the necessary experience to be able to face the difficulties that this type of activities could cause.

Negative:

☹ The greatest barrier encountered was the relationship between genders. A disadvantage was also the fact that boys changed workshops just as they started to improve the way they related to the girls.

☹ The team needed to change the script of the session to suit children's needs during the workshops. For example, when children had a lot of energy, the team proposed energy consuming activities; when the children felt tired, the team proposed activities that would motivate them.

☹ The children were not used to doing such free activities, so they showed a lot of insecurity and needed a lot of support and approvals from the monitors.

☹ The group was made up of boys and girls from different classes, so some knew each other better than others and interacted with classmates rather than new workshop participants. There was also a barrier between boys and girls that was difficult to break, partially because of cultural reasons.

☹ With more time for running pilot projects, the results would have been better.

☹ There wasn't much cultural variety; it would have been interesting to have more boys and girls of different nationalities because most of them were Moroccans.

☹ Active listening was also a problem, sometimes due to lack of interest in the activity, other times due to the fact that they had trouble concentrating on a task.

☹ Some students who took the initiative to ask their classmates to settle down if they were disturbing the activities, which was very positive. The safe environment created in the sessions promoted freedom of expression and the way of cooperation in a very visible and impactful way.

Other interesting notes:

Teacher1: *"I really consider that we've gotten them to build firm tools to relate to each other and with their environment"*
"A wonderful experience of mutual learning"

Teacher 2: *"Working with the kids has made me learn a lot about myself too".*

Teacher 3: *"The children who participated from the beginning to the end have shown growth on an emotional-relational level and a strong affection for the workshop, so this has been for us evidence of their well-being and the positivity of the workshops."*

F. BUCHAREST AND GALATI (ROMANIA)

The duration of the pilot project	5 months
Human resources	2 coordinators, 4 facilitator/teachers, 2 multicultural mediators
The space/s chosen (Bucharest):	School nr. 145, Regional Accommodation Centre for Asylum Seekers and outdoor (parks, museums etc.)
The space/s chosen (Galati):	Regional Centre for Integration, Regional Accommodation Centre for Asylum Seekers and outdoor (parks, museum etc.).
Participants	53 children – 32 migrants (16 girls and 16 boys) and 21 Romanian children (14 girls and 7 boys)

Starting with January 2019, two Lab31 workshops were set up by Save the Children in Bucharest and Galati.

Multiculturalism was the main topic chosen for the pilot project, as it is relevant for better integration of refugee children into Romanian society. „Multiculturalism" is also relevant as a link to accessing a normal childhood in the host society. Children can understand cultural and social differences, but they can also find out the similarities between them**.**

The aim of the activities was to promote "multiculturalism" among children through free time leisure activities, because leisure time activities and the need to play are the same for all children, regardless of cultural background. The main objective of the pilot projects was to bring together migrant children and Romanian children in order to facilitate integration through play as the main cohesion instrument.

The methods used:

drama/role-play games	dance and music
hand-made art	visual art
visits to museums, parks etc.	leisure time games (board games, outdoor games etc.)

Before the workshops

At the beginning of the workshops, children hesitated to play in mixed groups. Children formed themselves in two groups, one in which migrants interacted and the other with local children. At the end of the pilot children played in mixed groups, playing games attended by all. Some of the local children were playing with migrant children during school breaks. Breaks during workshops were made for them to eat, but also to let grow closer to each other and make connections without the local team's intervention.

Objectives:

- To promote the use of leisure among the participants in the workshop as an integrating element. The activities are aimed at developing their personal, social and cultural abilities and facilitating personal growth, learning, critical spirit, cooperation and socialization.

- To awaken the interest of the participants in an adequate use of leisure and free time, as an essential element for personal well-being and social integration, by teaching them how to program and occupy leisure time in an appropriate way and to take into account the characteristics and individual needs of each person.
- To promote an atmosphere of trust among the members of the group.
- To increase motivation for the use of creative leisure, taking into account their abilities.

How will you keep the children motivated?

Children will be motivated through fun, stimulating activities, with an attitude that leads to kids' empowerment and self confidence. They will be also motivated by the general positive attitude of the team members, by the various activities and also by getting involved in planning the activities. Organizing both indoor and outdoor activities that they usually lack access to will also increase their motivation to actively participate.

The activities will be held in a natural and dynamic way, without the pressure of time, space and resources (time, human resources, activities). The pilot project provides a new environment and context for both migrant and host community children. This, but also the playful nature of the activities, will spark children's interest.

Sustainability

- SCR plans to make the results of the pilot project sustainable by doing various activities that will be easily accessed after the end of pilot project. By connecting Romanian children to refugee children and promoting multiculturalism and friendship, leisure time activities can continue at the school level, community level and individual level.
- SCR plans to make this pilot project transferable by involving the public institutions in this process of integration, by consulting children, and by providing a wide range of leisure time activities that would be easy to access in the host community.
- Using techniques and materials that can be used in working with children belonging to any cultural background can also assure a model that can be easily replicated.
- SCR will continue implementing Lab31 workshops twice a month after the school year begins in September, from Save the Children funds.

How do you plan to consider the cultural differences of the participants and promote an environment of integration, respect and dialogue?

Having multiculturalism as the theme of the pilot projects activities will ensure an environment based on respect and dialogue. We will also focus on getting to know and accept cultural differences between migrant children and host society children, using play as a tool of universal language. Also, the activities proposed will be presented to parents for a better understanding.

What kind of conflicts and/or problem may arise during the pilot project and how are you going to cope with them?

The main difficulty is the language barrier - that is why SCR will employ a intercultural mediator that is a native speaker of the migrants' language. At the beginning, there is a possibility for migrants to stay separately, as well as for local children, or to refuse to be part of a mixed (migrant-local) group. Conflicts / problems that may appear are the same as those occurring in any other group of children coming from different age-specific environments. To prevent these conflicts / problems, the team will work on setting boundaries (limits) that children can understand through play.

EVALUATION OF THE WORKSHOPS

Positive

☺ The chosen theme – multiculturalism - is a very large one that offers the opportunity to accomplish many activities that would both fit children's needs and interests.

☺ The majority of children did not have a programme dedicated to free time before this pilot project. Usually the main activities were playing with siblings, watching cartoons on television or playing games on the phone. This pilot project came with a variety of activities, designed to develop the intellect and creativity of minors.

☺ Children have learned new games, they have enriched communication and social skills through leisure activities, which leads to a better social cohesion between societies and cultures.

☺ They have learned to play together, to listen each other, to negotiate, to restore emotional balance, to express their feelings, to solve conflicts and to make decisions.

☺ Cooperation grew visibly from one meeting to the next.

☺ As we could notice during all the workshops, Romanian children and local children understand each other better. They see both differences and similarities between each other.

☺ Through this pilot project we wanted to guarantee the children's knowledge and use of the means and resources that can be accessed to develop a healthy and creative leisure, especially those of the closest environment (sports centers, swimming pools, cultural spaces, libraries, museums, outdoor spaces, parks, etc.). We tried to diversify the workshop places, show the children different realities, and involve them in different environments, so that they can adapt to different contexts of Romanian society and become responsible adults.

☺ Although the group of migrants has undergone changes throughout the workshops, the children immediately adapted to the group and to the demands of the local team.

☺ Curiosity of children for other cultures, willingness to understand and learn from others.

☺ Children have seen that they can play without gadgets, have learned that they can take care of nature by using recyclable materials

☺ Throught the dances, the games from their countries that they proposed for workshops, by finding information about what it means to be a migrant, the children played together on their own initiative, and understood the barriers between migrants and locals children.

☺ Personal, social and cultural abilities enhancement.

☺ Ease of socialization and befriending others through play and leisure.

☺ Children were fast to embrace new ideas and ways to spend free time once they could see the results brought by some of the activities.

☺ Proposing activities where collaboration and trust are the main gain, and constantly encouraging children to come up with ideas / games.

☺ Encouraging children to propose games / themes. Children have come up with ideas for games, local children played with migrant children on their own initiative and vice versa.

☺ The human resources were enough for this number of children.

☺ Choosing a good location, close to children's homes is an advantage

☺ The group was mixed, made up of girls and boys, and so the workshops were dynamic.

☺ Involving other relevant stakeholders facilitates the implementation of the project.

Negative:

☹ Sometimes the financial barrier can bring difficulties in implementing the activities. SCR reached institutions and museums to facilitate free-entry to different events, but that would be difficult for kids to do in everyday life outside the project.

☹ Limitation of workshops because there were no financial resources to visit the city to go to theater / movie / museums to go to a fun park for kids, to have workshops outside the city.

☹ Because they come from diverse backgrounds (single parent families, economic problems, divorced parents, families with more children), parents do not have the financial resources to leave children on trips, visit the city, etc.

☹ The group has borne changes due to the uncertain situation of asylum seekers, who do not stay long-term in the host country. Changing the group of children also had positive aspects, for instance, it has given the opportunity for many children to be part of the pilot project.

☹ At the beginning of the workshops they stood in groups, Romanians with Romanians and migrants with migrants. Slowly, throughout the workshops, the local team succeeded in approaching them and making them work on group cohesion.

☹ Due to the fact that the workshops were carried out after school hours, the children were more tired and quickly lost interest and motivation. In this situation, the local team had to find quick solutions to attract children and to start their interest. (for instance: short games, jokes, breaks etc.).

☹ The time allocated (4 hours a week) only involved the holding of the workshops, but the planning and organization of the activities, the preparation of the working materials, making the workshop design and the reports after each workshop involved a lot of extra time, which was not budgeted.

☹ Being a team with different jobs, it was bit difficult to get the same timing to prepare the workshops, to make the workshop design, to prepare the materials needed and to draw up the workshop report after each activity.

☹ Language barriers, different ways of doing things.

Other interesting notes:

Involving migrants and local children is a good opportunity to make migrant children feel welcome and help them to integrate easily.

Involving children in planning activities - thinking that children know better and that with a little help they can unblock unlimited potential - is a very good starting point.

For long-lasting results these activities need to be for a longer period.

Bringing international experts to engage in workshops on specific cultural aspects.

The opportunity to do the workshops outside of the refugee camp/schools: in adventure parks, museums, zoo, etc. Financial resources are needed for this (for transport, food, and tickets).

Experience exchange among children from countries that are part of the project.

Teacher: *"…Involving migrants and local children is a good opportunity to make the migrant children feeling welcome and helping them to integrate easily." - "…Working with 20 + children at a time can be sometimes tiring, but the reward more than compensates."*

G. NICOSIA (CYPRUS)

The duration of the pilot project	3-4 months (20 sessions)
Human resources	1 coordinator, 1 facilitator, 2 teachers
The space/s chosen :	NIMAC (Educational centre for children and youth)
Participants	25 (14 - 18 years old)

The methods used:

Ice breaker games (board and traditiona games)	Dance
Non-formal education activities	Art (pottery, street art, painting, engraving), art in multimedia (photography, movie making)
Drama games, role play, applied drama methods, story telling	Music, body movement

Before the workshops:

At this specific age, you forget about importance of play; one focuses on technology or digitization of play. This is why through the workshops we hope to show youngsters the importance of discovering play in different ways through creative forms of expression.

Objectives:

	Objectives	Positive aspects	Problems encountered
1	Harnessing the relationships between the national and foreign youngsters (migrants, refugees, unaccompanied minors, local children) who are subject to the project, and to provide a platform for them to express themselves freely through recreational and cultural activities.	The youngsters engage and communicate with one another, and each session they open up to each other more, because they get more comfortable and secure. The group ritual we created as well aims to build the team bond and dynamics.	One of the main problems we have is engaging local Greek-Cypriot children into the workshops. This is because of the challenge in terms of the school period (exams/summer); also in regards to general motivation at this age – dedicating oneself to a 3 hour workshop on a Saturday morning.
2	Using the pilot sessions, we aim to equip young people with a platform to allow them to freely express themselves whilst providing them with vital skills (through play), which will allow the children to make a societal contribution.	Each session allows the youngsters to freely and rightly express themselves, not only through communicating with the rest – sharing their opinion and feedback – but also express themselves through a creative channel of expression (whether that is art, drama, sport). Through this they are building their skills, capacities, interests – learning about themselves and their socialization capacities (especially at this age), towards producing a societal contribution. This of course can relate to the outcome of their work displayed at the open days, the friendships they make, the way these workshops will aid them in their dealing with people and societal endeavours etc.	
3	Provide an alternative model, based on using recreational and cultural activities, for various and relevant institutions to follow. This model will be aimed at foreign minors with a focus on their right to play.	The positive aspect of this objective is that such a pilot implementation is already proving to be innovative in the sense of its mix of youth and topic focus. Its structure already demonstrates a model that can be used by others to follow in terms of building relationships between youth and harnessing integration between different cultures/communities. Equally the specificity of the age group of the youth is also unique, which makes this an innovative model foundation.	In regards to providing an alternative model, this is a challenge since we are only at the beginning stages of implementation. In addition, it is at the end of such a process where we will evaluate its innovativeness and way of being used as an alternative model for institutions to follow.

How will you keep the children motivated?

Primarily through creating a context for social engagement; having a group ritual that will always be done in the beginning; having outdoor excursions and group bonding activities. Also, all the activities done will be motivating in the sense of play through art and creative forms of expression. The final "Open Day" will also be a form of motivation where the youngsters can exhibit their work to the public. At the end, they will also get a certificate of participation.

Sustainability

- By disseminating the project results via social media, the website, creating brochures of project outcomes, creating videos that can be shared to schools at Open Days. Also, the art pieces/performances created can be exhibited at other events.
- The youngsters involved can carry the experience to their own realities, further creating and contributing to their contexts as well.
- Because the workshops will offer an experimentation of play and leisure to the youngsters, where they will be able to explore and engage in different creative forms of expression that emphasize the importance of play and leisure. The workshops will show them how they can incorporate methods of anew play and leisure, which they will be able to transfer to their daily lives.

How do you plan to consider the cultural differences of the participants and promote an environment of integration, respect and dialogue?

- Translators so there is no language barrier
- Team building and bonding games
- Traditional play games / sharing other customs
- Group rituals
- Other outdoor/social activities

What kind of conflicts and/or problem may arise during the pilot project and how are you going to cope with them?

Communication in terms of language and cultural differences might be a challenge. We will make sure to filter appropriate topics and themes. We will also make sure that no one feels left out, and that everyone participates on the same level. This will be done through games that will bond and build the team, and make them feel safe and comfortable with one another. Workshops will be based on working with one another, and embracing and respecting human differences.

EVALUATION OF THE WORKSHOPS

<u>**Positive**</u>

☺ The topic chosen "We ART one" was being enjoyable for the children, because we engaged different sorts of youth, builded a team, builded youngsters self-esteem and confidence

☺ We related "play" more to the scope of leisure for this age group and we built a structure where during every workshop (at the beginning and end) we would come back to the topic of play, by discussing how each activity helped us engage in play for example. Also at the beginning of each session, we shared funny/playful/learning stories encountered throughout the week, as well as what sorts of play we engaged in throughout the week.

☺ Some activities took a longer time to operationalize since things needed to be explained more in depth / or certain youngster would find ways to explain to others in simpler terms; also trial and error had to happen. As coordinators and facilitators we also initially felt anxious about some activities that might involve more physical contact for instance, however it all turned out well.

☺ We have the needed contacts/experts required to carry out the activities. In addition, the budget is in line with our activity engagements. The materials are also widely available, thanks to the experts involved.

☺ The space has a large sports field, outside area, provision of pillows/costumes etc. It is also centrally located that provides easy access to all youngsters.

☺ We had a very enthusiastic group of youngsters who are motivated and willing to engage and learn. Some travel long distances to attend the weekly session. What is more, the communication and collaboration among the youngsters is positive.

☺ The beauty of the project is that it affects the youngsters in a multitude of ways that cannot be documented or acknowledged as a concrete output - something that can be shown or sustained as a tangible deliverable.

☺ These workshops stay on with the youngsters and impact their life in terms of their personal and social development.

☺ As mentioned, our pilot implementation can be used as an example to be replicated in other contexts aiming to facilitate relationships between different youth – especially at this specific age. This is also specifically in regards to the topic chosen, workshop structure, and methodology.

☺ The youngsters do not shy away from cultural differences; this is something that is positively embraced. The kids are curious to learn about differences and similarities; for example we talked about the differences in our cultural games and this was something they enjoyed. Also as mentioned before, the game called "Hotel Global" where participants engage with one another in different languages to try to attain comprehension, was also enjoyed.

☺ We had open communication with the children; each session we asked for their feedback. Also if there were any internal issues between the participants we tried to solve and deal with it as a team, collectively. We tried to create a safe and comfortable environment for sharing.

☺ Seeing the kids communicate and participate in every session makes you realize that it makes them happy. The kids enjoyed each workshop - they left satisfied and wanted to come back (from the feedback provided). Also the youngsters made friends and communicating with one another. They are also engaged in the notion of play, what it means in their everyday life, and how it matters as a whole.

☺ The objective of the project had an echoed impact on cross cultural interaction, and gender appreciation; this is because boys and girls were put to work together in different and unexpected activities that does not take place in their everyday life. Most of the youngsters, especially the refugees and unaccompanied minors experienced new activities that they did not have a chance to engage with so far; for example going to an art exhibition or learning about film making. This also concerns cross cultural engagement, and learning about different yet similar cultural notions of play/games/engaging with leisure.

☺ The youngsters are very interested in learning about one another, especially when it comes to differences among cultures for example. The games we played in the introduction sections showed this; also there wasn't a shying away from cultural differences, yet the youngsters enjoyed operationalizing this.

☺ Workshops are structured to embrace each person's interest in the area of creative expression. Participants were always asked, questioned what they wanted to engage in and how they thought would be best (especially with the age specificity) we thought this was an important aspect to the workshop. What is more, each session was organized to stimulate different senses, and engagement that enabled each youngster to have an interest.

Negative :

☹ Dealing with the topic of "play" for this specific age group

☹ The specific age proved to be a challenge when it came to the notion of "play"; we had to keep a narrow focus and always come back to the importance of play and exercising of play in their everyday life.

☹ One of the main problems we had was engaging local Greek-Cypriot children into the workshops. This is because of the challenge in terms of the school period (exams/summer); also in regards to general motivation at this age – dedicating oneself to a 3 hour workshop on a Saturday morning.

☹ The youngsters are very motivated and engage in all activities with enthusiasm; some more than others of course (mainly the boys); this however also depends on each individual's interest in the activity. Nonetheless, the activities are structured in a way to stimulate and engage all the children (providing each child space and time for input).

- ☹ The workshops contain different youngster group - kids from Kofinou camp, Larnaka camp etc., local kids – which initially provided for "separation" when it came to seating arrangement for instance. The introduction workshops nonetheless helped with this issue, where as each session went by, the youngsters engaged more with one another. In addition, it was a bit of a challenge to motivate and engage the boys in conversation and activities; however as time went by and with the help of icebreaker activities/getting to know each other etc., it became easier and the boys started to engage more.

- ☹ Mobile phones initially seemed to be an issue as mentioned before; however this also depended on the individual game/activity preference and their degree of interest and motivation. Mobile phones are usually present in the beginning, however once the activity starts they are put away.

- ☹ We were late with the implementation of the pilot projects; we also had an issue with recruiting local youth, and getting permission and access to unaccompanied minors/refugees from the camps.

- ☹ One of the challenges faced was to organize the human resources in terms of aligning expert schedules with the workshops, and their consequent availability. Hence, with the unavailability of some, we had to search for others. This took some time. However, we managed to come up with a schedule in the end.

- ☹ Initially we had a small space that was insufficient for the number of youngsters, as well the activities we wanted to do. This space was used for the introductory sessions; we soon found a space at a public primary schools in the centre that catered for the activities planned, and offered resources to do so as well.

- ☹ We have a lot of refugees, migrants and unaccompanied children; even though there was a challenge to get access and permission for them – these children were much more willing to participate than the local Greek-Cypriot children. Thus, we had to do a lot more work to motivate and reach the local youth.

- ☹ Understanding what "playing" means at this age of the youngsters is a challenge, since they are teenagers and want to lead a specific way of life. So a lot of effort needs to be put in to contextualize and reform the notion of play to bring it closer to their realities.

- ☹ At this specific age we realized the need to work on youngster emotional and social development in terms of self-esteem and confidence. For this we have consults the Advisory Committee for assistance and help. They have provided us with tips of how to go about this, as well as some activities that target these issues.

- ☹ Initially the different cultures created "groups" of kids, where they tended to sit together with one another. However, after the first introduction session this was already solved. Cultural differences in our group act as an advantage. One other issue that can be considered in this section is the use of mobile phones when somebody is speaking. This especially happens when the person speaking talks very slowly or quietly; when this happens we tell the person to talk louder or we ask the person on their phone to put it away and show respect to the person talking. This nonetheless doesn't happen often – yet it is something to mention in relation to respect and dialogue.

- ☹ In one of the first sessions, we had an issue where one of the boys tore a picture of another boy and the boy got upset; however we resolved this by involving all kids to contribute to a painting for the boy – this resolved the issue and restored the boy's mood and self-esteem. Therefore conflicts do happen, it's a normal and inevitable part of the process - however it is how to deal with these issues that matters. That is why having open communication, feedback, creating a safe and sharing environment where we collectively deal with such issues is vital.

OUTCOMES OF THE SELF-ASSESSMENT REPORTS

Although there were some similarities (frequency of workshops, mixing migrant children with locals), none of the partners' Pilot Projects were identical when talking about the age of children, nationalities of children, activities proposed, or venue of the workshops. This has to be taken into consideration when trying to summarize the outcomes that follow from the self-assessment reports filled out by the local coordinators in each of the 8 pilot cities. But despite this fact, all of the workshops can be considered successful, and all the partners and project's participants want to continue their activities.

According to the self-assessment reports the following points should be taken into consideration before starting such workshops:

- Migrant children (especially those accommodated in the refugee facilities) don't have sufficient ways to effectively or actively spend their leisure time.
- The fact that children are now used to spending their free time on electronic devices might be a challenge for building teamwork at first. Children must be taught at the beginning that to play with others, to create things with their own hands, is more fun than "posting photos or chatting". Gradually, children will stop using the mobiles during the workshops. There shouldn't be any electronic devices accessible in the space where the workshops are held, as this might be disruptive and too tempting for the children.
- Working in a group where some rules have to be accepted can also be a challenge both for lecturers and children who are not used to this. On solution is to create the group rules together with the children.
- The workshops' durations were mostly considered sufficient, but the time of the day should be taken into account (right after school children are more tired; if there are 4 hours, there should be a break for snack); and the venue (good compromise is indoor and outdoor; but the vulnerability of children and open space should be considered, too; the venue should be close to the children's home or a safe transport should be organised). In case of Forest (BE), they propose a weekend section, in combination with the weekly workshops, where children have a chance to discover their "anarchic creativity".
- Workshops' activities have to be adjusted to the children's physical and psychical capabilities, in some cases also cultural (mixing boys and girls); Crotone (IT) suggests to start with physical activities and gradually introduce activities that involve emotions, as children with lower self-esteem and self-control might find these activities challenging; Liverpool (GB) suggests mindfulness activities to help the children focus better and to reflect on everything they learned. Activities can be also proposed by children themselves (Romania). Children then feel an important role in the workshops and are more involved (not to mention the positive effect on their self-esteem). Every activity should take into account the capacity of each child to communicate in the local language; there should be sufficient staff to help the children who don't understand.
- Economic resources were sufficient when talking about the expenditure connected with workshops; Personal resources (incl. personnel costs) were not sufficient in the cases where the workshops were realized in the refugee facilities (preparation of such workshops is more time-consuming).
- 20 total children is considered the maximum number of participants of the workshops.
- Mixing of age might be challenging when planning suitable activities (Prague) but at the end also can be very beneficial (Forest).
- The support of local stakeholders, refugee facilities or schools etc., all play an important role. The communication regarding the realization of the workshops should be started well in advance.

One of the monitoring tools was a questionnaire survey among parents. The purpose of the parent/legal representative questionnaire was to try to measure the impact that the workshops had on children from the parents' point of view. The questionnaires tried to measure the impact and assess the changes that occurred in some of the main areas involved in the integration process of young people: **self-esteem, socialization, attitude and motivation**. For this purpose, there were 2 questionnaires: one that was delivered before the start of the workshops and another that was delivered at the end of the workshops. The chosen method was comparative analysis.

In the final evaluation we used only data from questionnaires that could be paired (legal representative filled both questionnaires). The resulting figures therefore do not correspond to the real cumulative number of persons who completed the questionnaire.

There were several reasons, why parents didn't finish the questionnaires (mostly the second one) - e.g. lost contact with a parent because the child stopped attending LAB 31 workshops or child started going to the workshops on their own, parent didn't want to fill the questionnaire, etc.

The total number of questionnaires filled before the workshops by legal representatives was 133.

The total number of questionnaires filled after the workshops by legal representatives was 109.

Total number of paired questionnaires was 95, total number of unpaired questionnaires was 52.

A. SELF – ESTEEM

Q: How do you rate your child's level of self-esteem?

In this question the impact of the LAB 31 workshop was not visible. In the first case, when parents assessed the child's self-esteem as the best, it improved slightly. Overall, the outcome of this question has a slight downward trend, where the respondents at the beginning saw higher self-esteem in their children. It is strange that these results do not correspond to other results, especially the second questionnaires, where respondents answered open questions on their opinion regarding the benefits of the workshop for their children. This may be due to inattention of respondents when completing the questionnaires, because for some questions the ranking ranged from 1 to 5, when 1 is the best and 5 worst, which may conflict with local school ratings (where 1 is the worst and 5 best).

Graph: How do you rate your child's level of self-esteem?
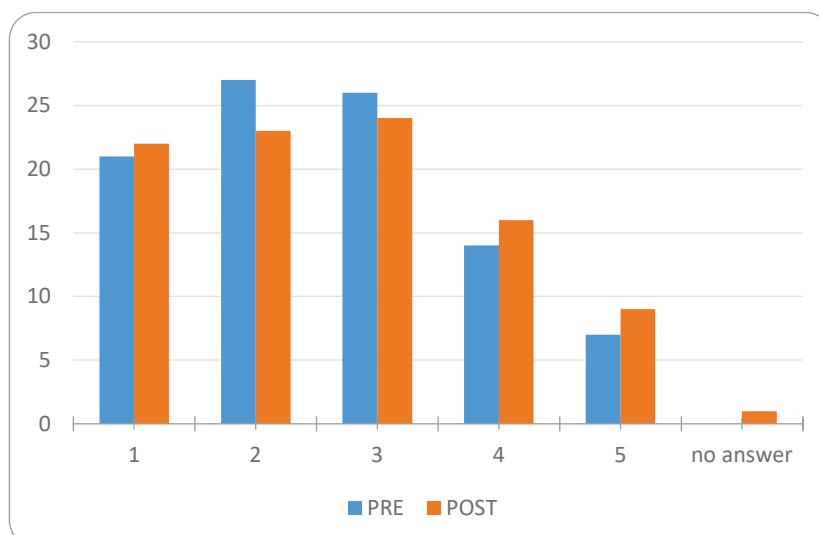
Q: Your child expresses his or her feelings easily

The trend in this graph shows a positive correlation between the workshops and the child's expression. In the final questionnaire, more parents reported that their children were able to express their feelings more easily than before. For this graph, it was better to use a circular graph with percentages where the shift is clearly visible. We simplified the original 5 categories into 3: positive, negative, and do not know. Initially, 79% of respondents voted positively; at the end, 91%. 18% of parents initially answered that their children do not express feelings easily, at the end it was only 8**%.**

Graphs: Your child expresses his or her feelings easily
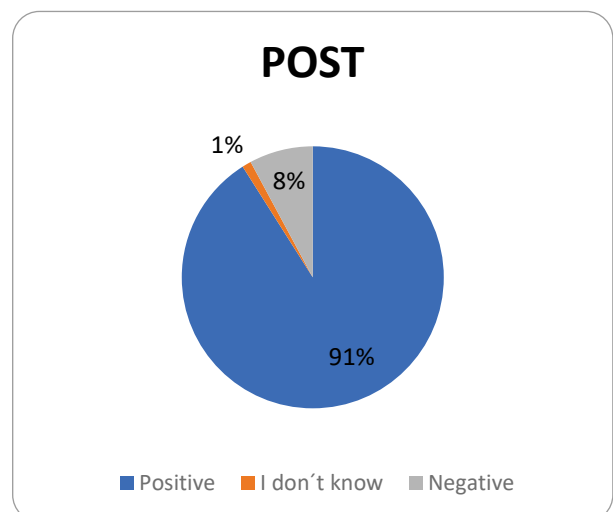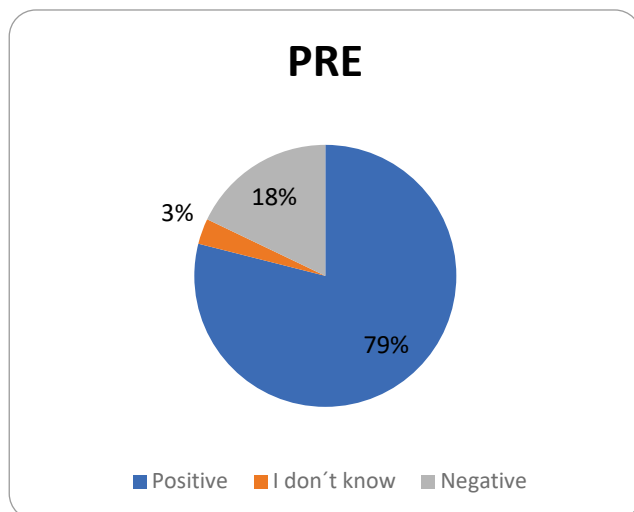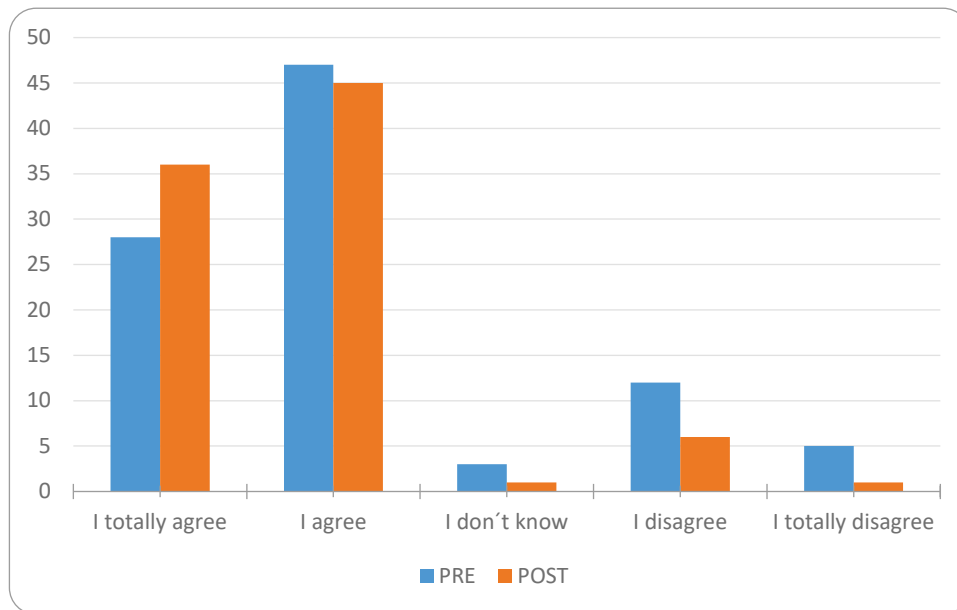
Q: Your child is able to make decisions easily

The trend in this graph is increasing in a positive sense. In the final questionnaire, more parents reported that their children were able to make decisions easily than before. For this graph, it was better to use a circular graph with percentages where the shift is clearly visible. We simplified the original 5 categories into 4: positive, negative, do not know, and no answer. Initially, 48% of respondents voted positively; at the end 77%. In the negative sense, responses stayed at the same level.

Graph: Your child is able to make decisions easily

PRE

POST
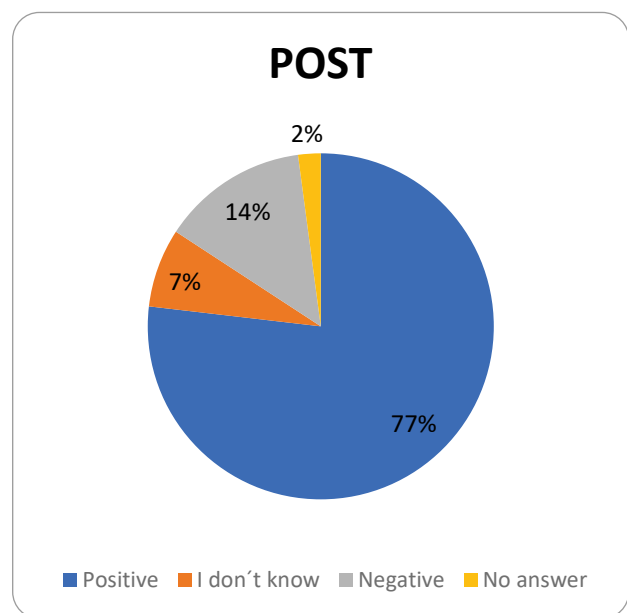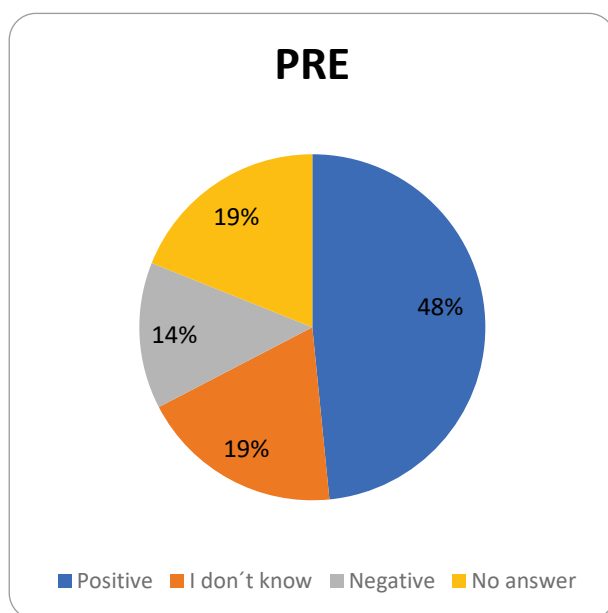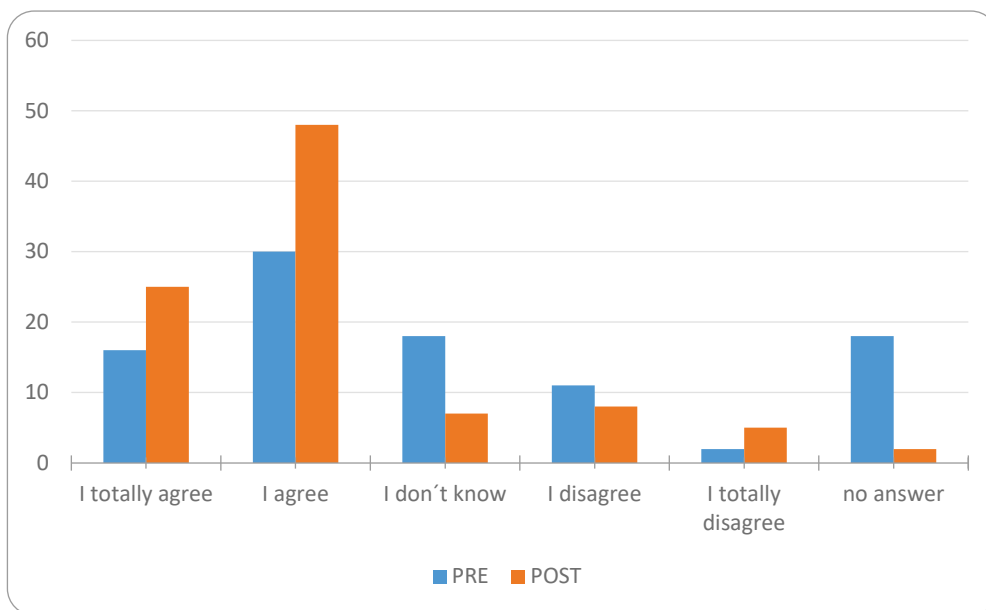
B. SOCIALIZATION

Q: My child makes friends easily

There was no large increase or decrease in the resulting values in this response. This may be due to different character and personality traits that do not change in such a short time frame as the length of the workshops. The ability to make friends is not a value itself that we would be able to assess independently. In order to be able to assess this, a number of other external and internal influences on the individual must be taken into account (for example: language level, traits, temperament, possibility to meet new children, etc.).

Graph: My child makes friends easily
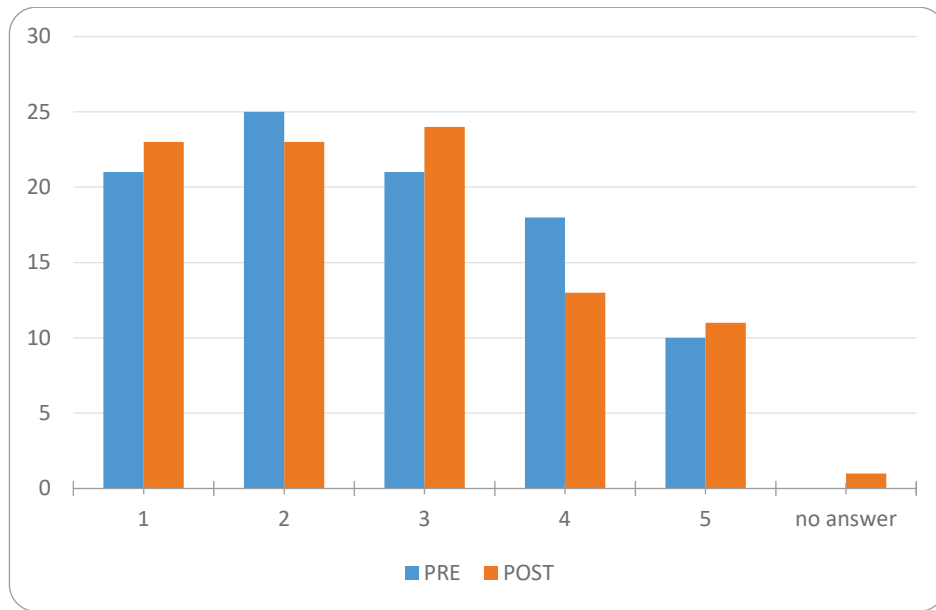
Q: My child is happy in the city where he/she lives

The trend in this graph is increasing in a positive way. In the final questionnaire, more parents reported that their children are more happy in the place where they live. For this graph, it was better to use a circular graph with percentages where the shift is clearly visible. We simplified the original 5 categories into 4: positive, negative, do not know, and no answer. Initially, 71% of respondents voted positively; at the end, 79%. In the negative sense, responses stayed at the same level in total, but if you look closer to the first bar chart, you can see, that part of the negative answers moved from the answer „totally disagree" to „disagree", which shows improvement.

Graph: My child is happy in the city where he/she lives

PRE

POST

- Positive
- I don´t know
- Negative
- No answer
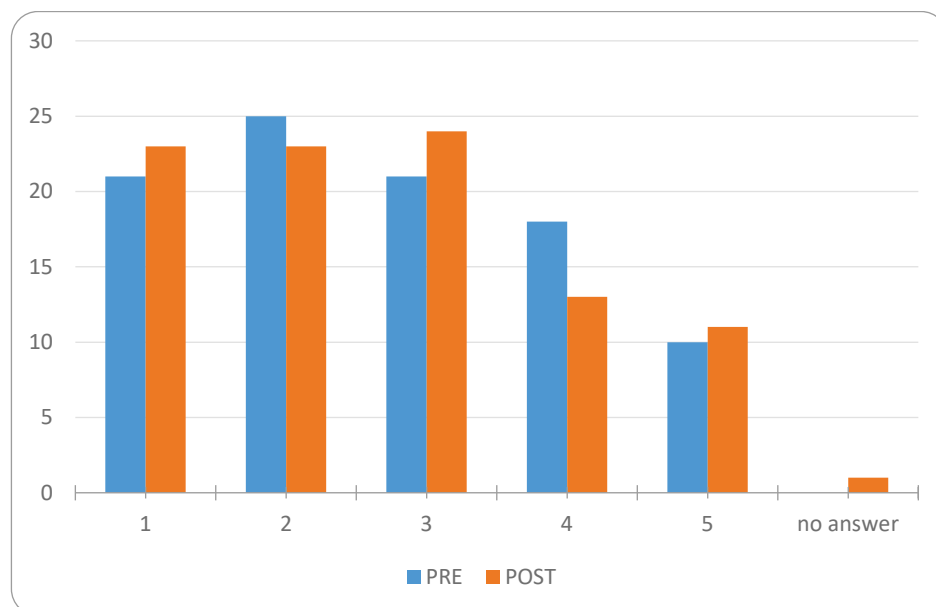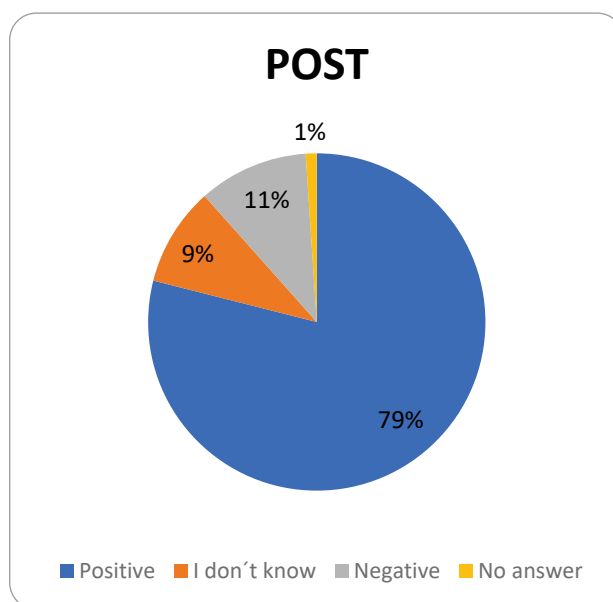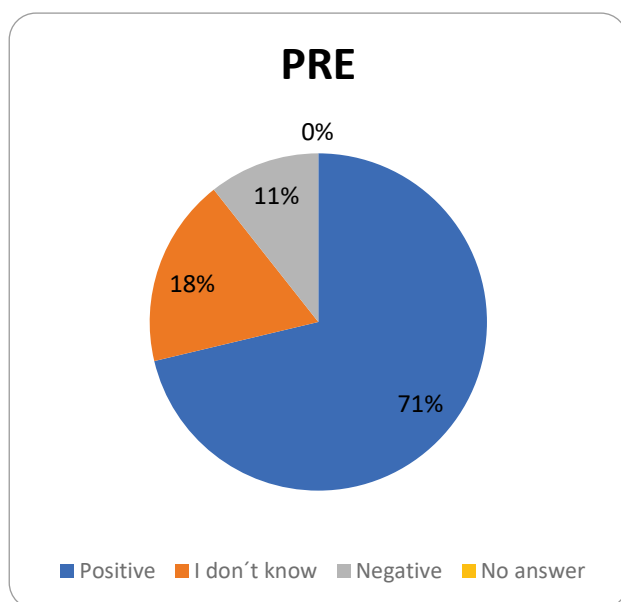
Q: Rate Your child´s ability to communicate with others

The results of this question have a decreasing tendency, which again does not correspond to the questionnaires - especially open questions, where the frequency of responses to communication in the positive sense has appeared several times. On the contrary, there is a downward trend, with more parents responding in the final questionnaire that their children have a lower ability to communicate with others. This may be due to inattention of respondents when completing the questionnaires, because for some questions the ranking ranged from 1 to 5, when 1 is the best and 5 worst, which may conflict with local school ratings (where 1 is the worst and 5 best).

Graph: Rate Your child´s ability to communicate with others
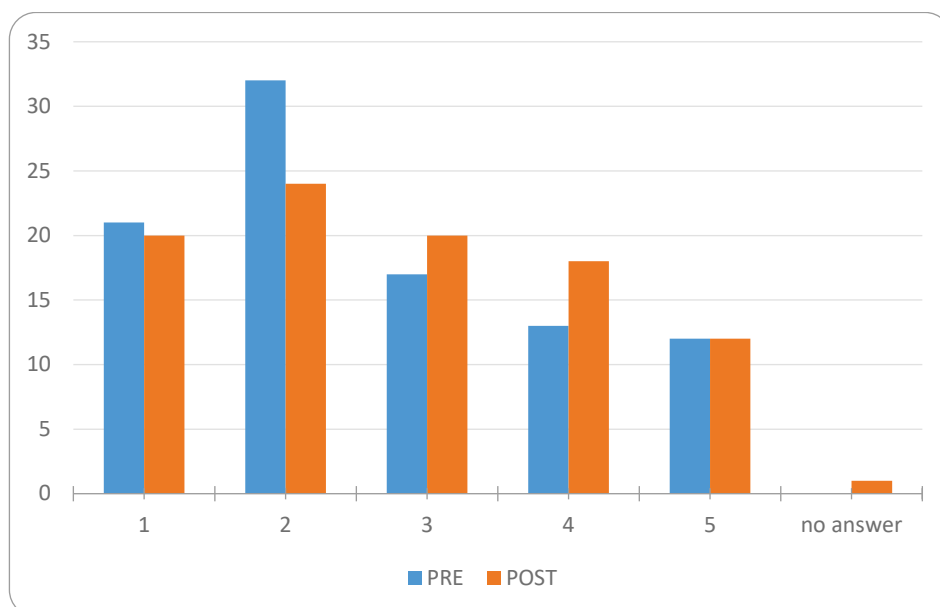
Q: Your child enjoys his/her leisure time activities

At the beginning 76% of parents thought their children enjoyed their leisure time activities. At the end this value slightly increased to 78%. Negative value increased more from 9% to 16%. There were very few really negative answers (totally disagree). Respondents who wrote negative answers also had to write down the reason why their children doesn´t enjoy their leisure time activities. The reasons were the same in both questionnaires: mostly the parents' lack of money (PRE: 41%, POST: 43%), or lack of time to bring the children to leisure time activities (PRE: 27%, POST: 26%). Another very important reason why the parents think their children don't enjoy leisure time activities is because they parents are too afraid to send them somewhere alone.

Graph: Your child enjoys his/her leisure time activities
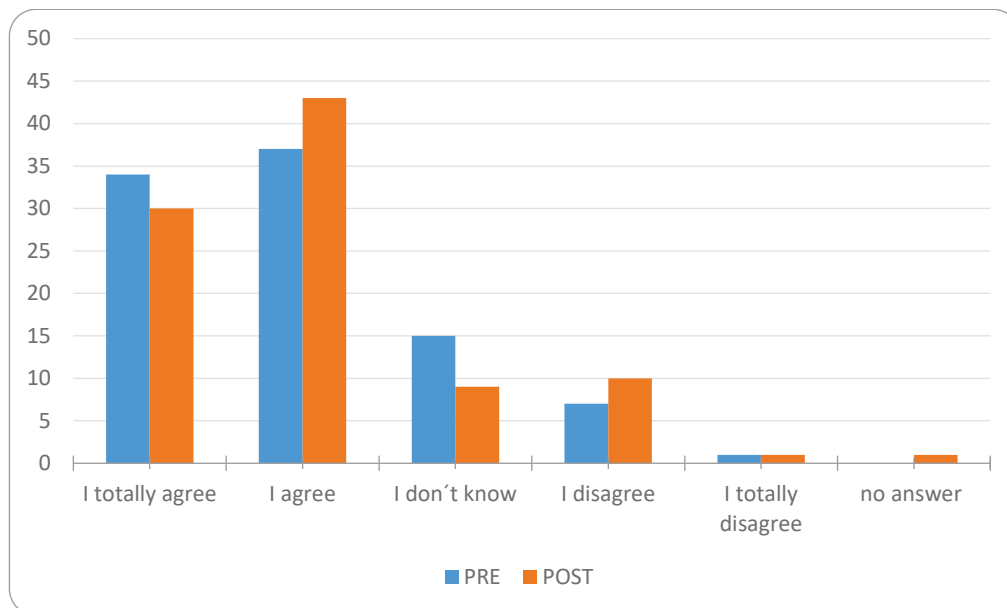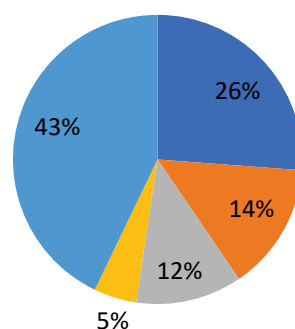
D. RELATED TO THE WORKSHOPS

Q: What do you think are the benefits of your child's participation in these workshops? (before the workshops)

This was an open question. The number of responses does not correspond to the number of questionnaires because some respondents answered in several sentences and said they expect more benefits from the project. The most common answer was that the parents expected their children to socialize, that they will meet new kids and make new friends, improve their language skills, and play.

Graph: What do you think are the benefits of your child's participation in these workshops?
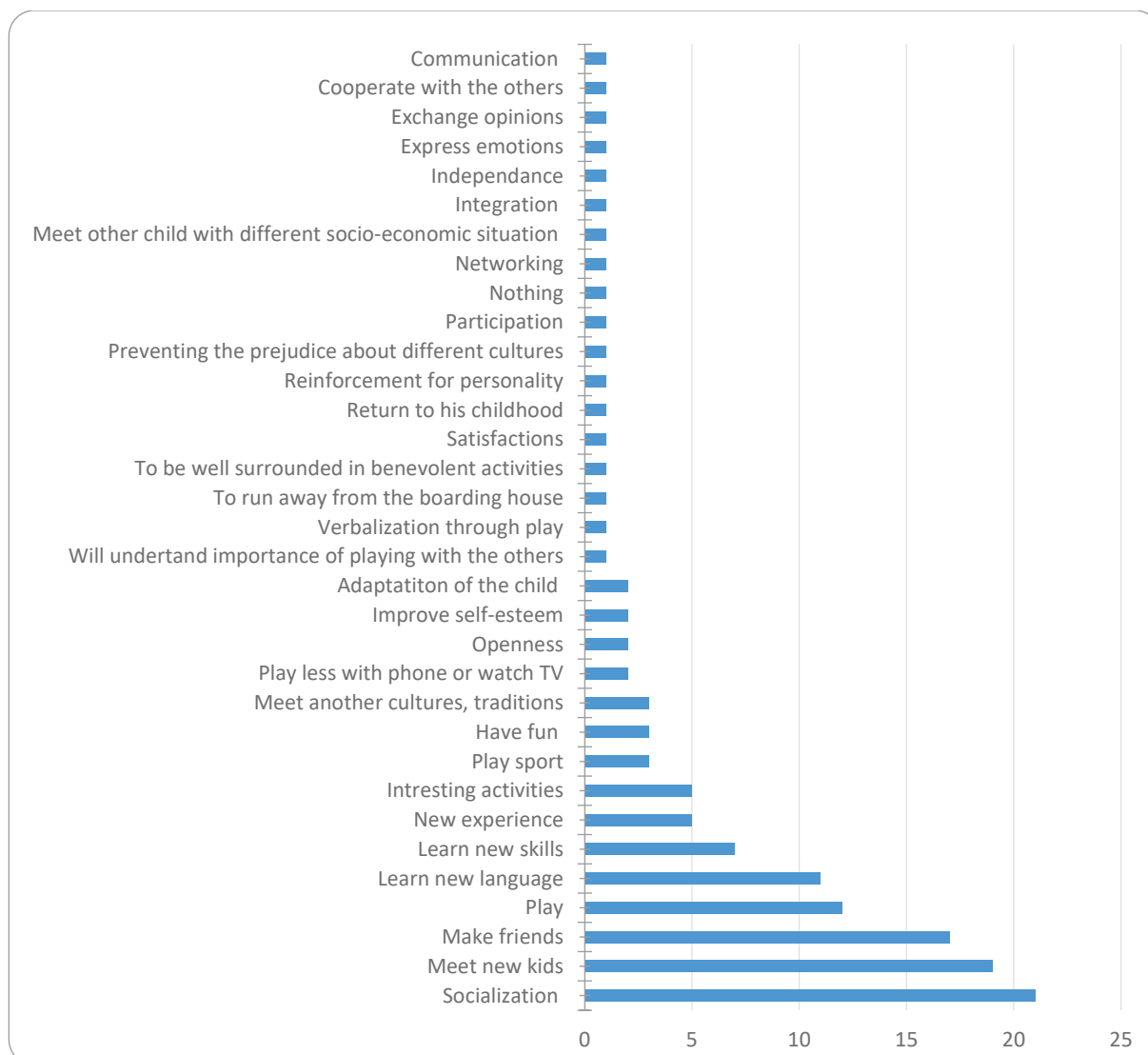
Q: What are your fears or concerns (if any) regarding the workshops? before the workshops)

A very positive outcome was the fact that the vast majority of parents were not afraid of anything and trusted us even before the workshops began. A few parents wrote their fears, including: fear of letting their child go alone, fear of their child being closed-off, fear of how their child might react, and fear of fighting among the children. More worries can be found in the table below.

Graph: What are your fears or concerns (if any) regarding the workshops?
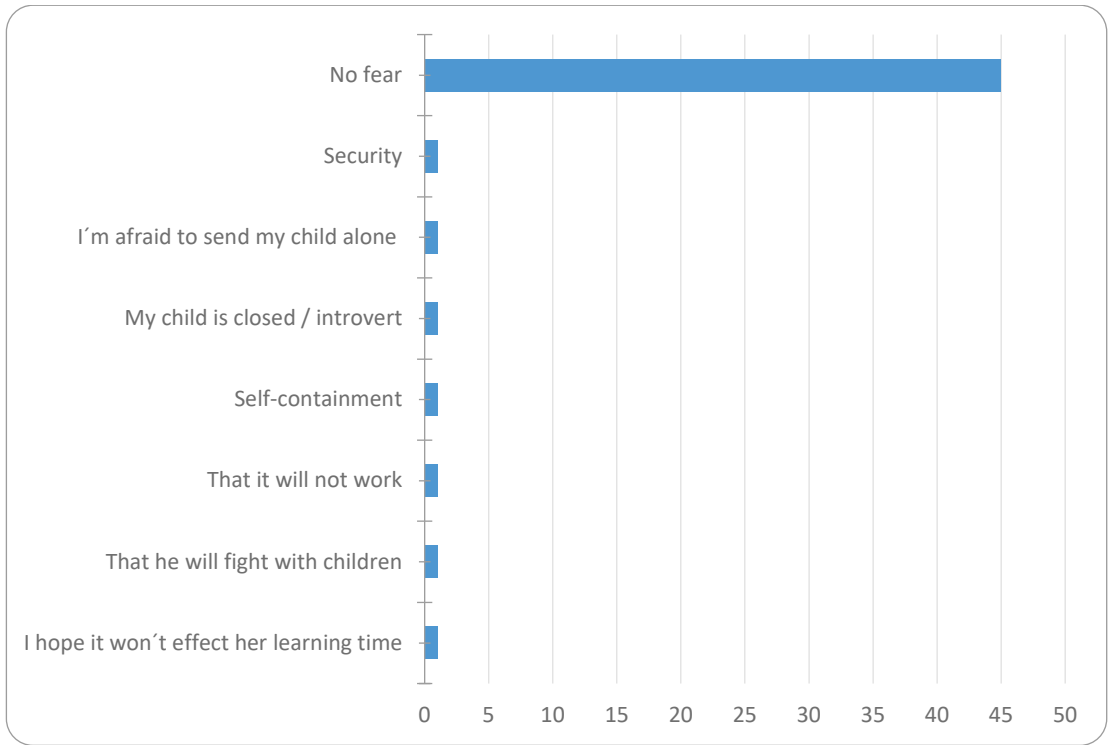
Q: Has your child said anything at home about the workshops? Positive? Negative? (after the workshops)

96% of the children talked about the workshops at home and all of them were positive. There´s not even 1 negative outcome. 4% of the children didn´t talk about the workshops at home.

Graph: Has your child said anything at home about the workshops? Positive? Negative?
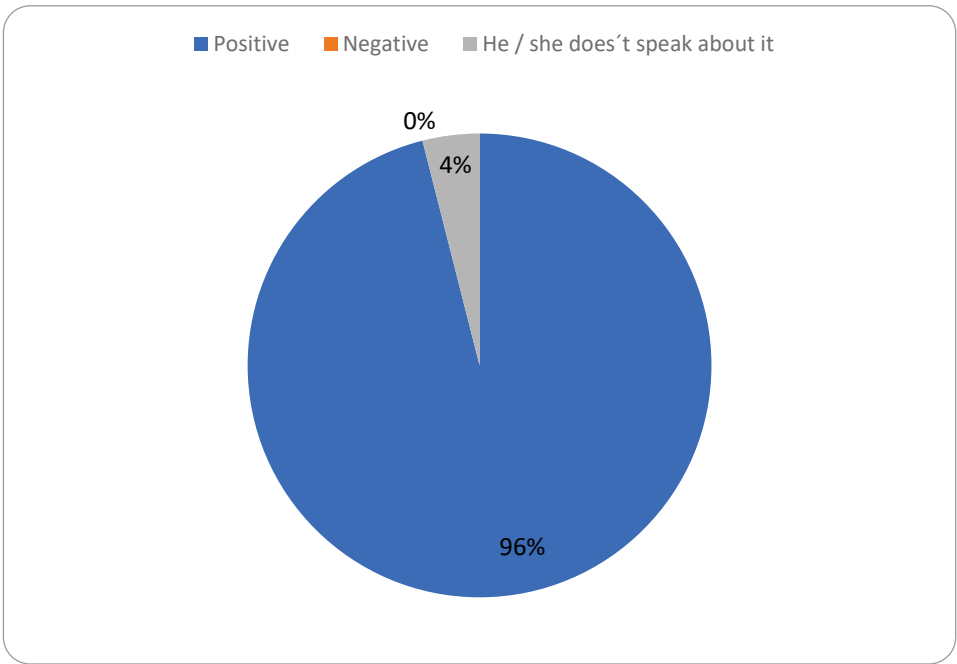
Q: Do you think your child has enjoyed the workshops? (after the workshops)

98% of parents think that their children enjoyed the workshops. 2% of parents do not think their child enjoyed the workshop.

Graph: Do you think your child has enjoyed the workshops?
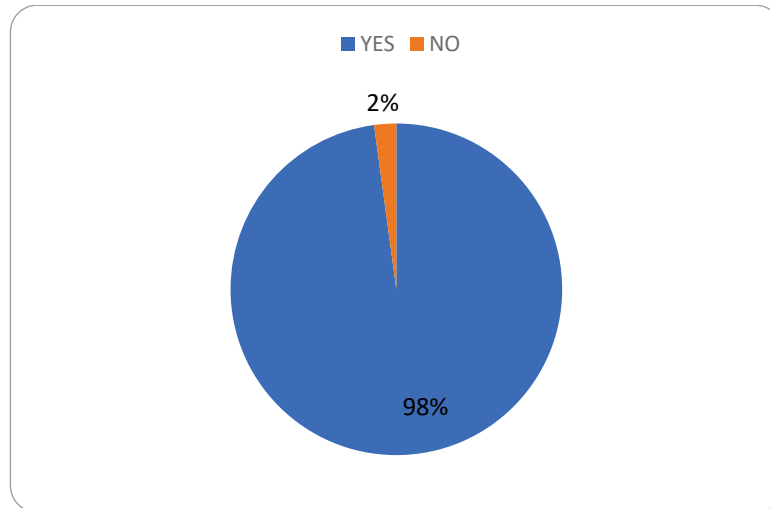
Q: If the previous question was YES/NO, why? (after the workshops)

This open question required parents to write why they think their children enjoyed / did not enjoy the workshops. The answers were only positive. Again, the total number of answers does not correspond to the total number of filled questionnaires, because some parents wrote more answers. The most common answer was that the children enjoyed it because they had the opportunity to play in the workshops, and that they met new friends, tried new activities, and learned new skills.

Graph: Why do you think your child has/hasn't enjoyed the workshops?
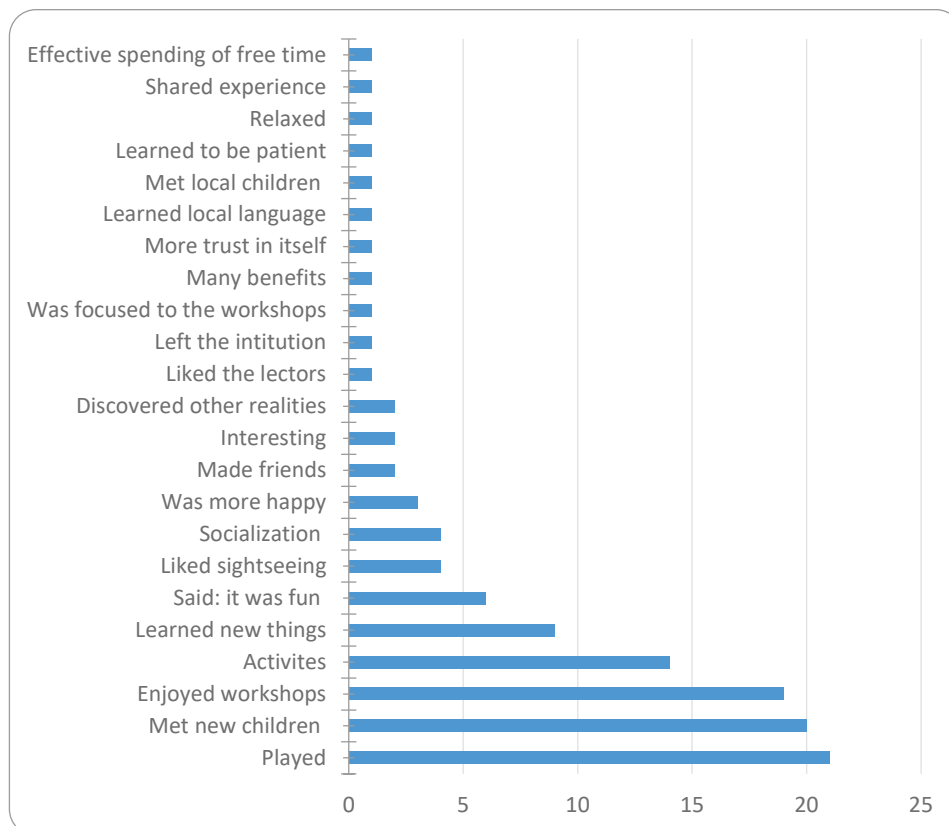
Q: Do you think the workshops have been helpful to your child in any way? (after the workshops)

All respondents think that the workshops were helpful to their children.

Graph: Do you think the workshops have been helpful to your child in any way?
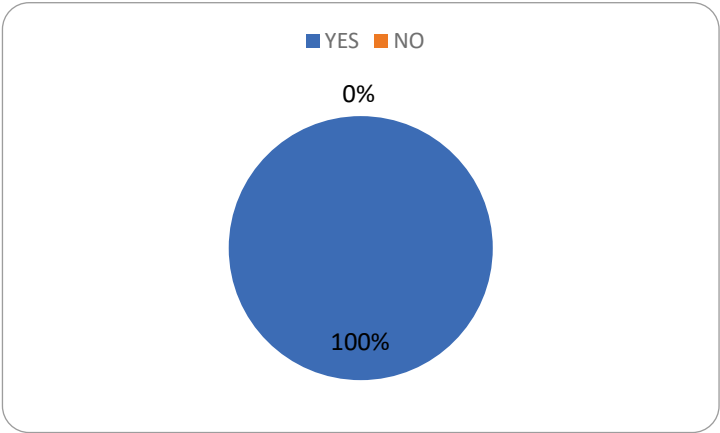
Q: If yes, how? (after the workshops)

In the table below are the parents answers to why the workshops were helpful for their children. You can see that the most frequent answer was that they learned new skills / things. Another, according to parents, was that they made new friends and met new people. Interestingly, this question also often gave the answer that it was good that children had fun other than playing on the phone and watching TV.

Graph: How do you think the workshops have been helpful to your child?
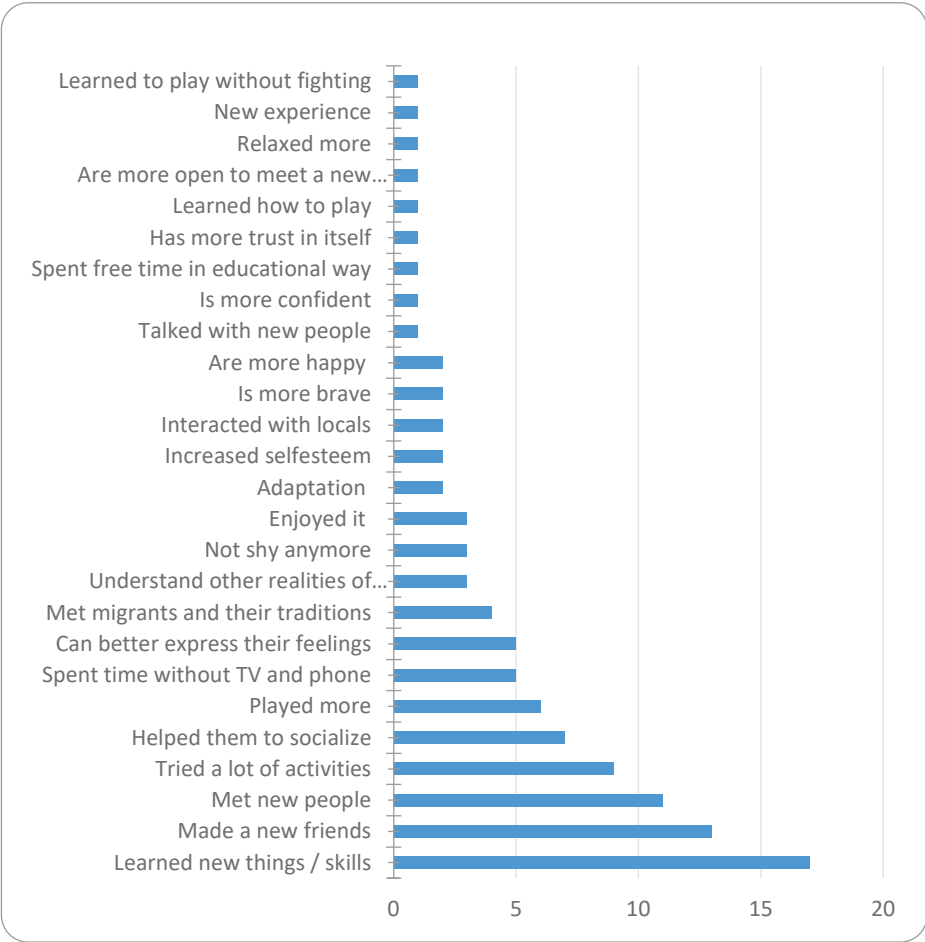
OUTCOMES OF THE QUESTIONNAIRES FOR LEGAL REPRESENTATIVES

As a result, it is very interesting to note that regardless of the country in which the workshops took place, the parents' answers are very similar. Like all parents in the world, they want their children to play, have friends and nice childhood. From the results of the questionnaires you could see, that we have come closer to this ideal, because when you look in particular at the question of the benefits of the project, all parents indiscriminately replied that the project was helpful for their children, that children enjoyed the project and most of them made friends. We consider that the project goal, based on feedback from parents, is successfully fulfilled.

According to the questionnaires from parents the following points should be taken into consideration:

The reasons, why parents think their children not spending their leisure time effectively is mainly lack of money and their inability to bring the children to the activities. This could be important information for local stakeholders, NGOs etc., because if the main obstacle to children´s right to play is the parents' financial situation, it could be easily solvable.

It is very important for the migrant children to meet the locals and vice versa (in few questionnaires, the migrant parents welcomed when their child got out of the refugee-residential facility and met local children and also the parents of locals parents appreciated the opportunity to get to know new cultures and look into another social-economic environment)

EVALUATION OF THE QUESTIONNAIRES FOR KIDS

This questionnaire has a double aspect: on the one hand it is oriented to identify the impact of the workshops on the degree of integration in the social context of the host community in migrant children and on the other hand to analyze the relationship that local children have with migrant children.

For this purpose, the questionnaire addresses important aspects in the integration process, such as the level of knowledge of the language, friendship with children of the same or different origin, or the degree of well-being in the host society. As in the form for parents or legal representatives we have established 2 questionnaires: one at the beginning of the workshops and one at the end.

The total number of kids who filled one or both questionnaires, and therefor participated in some stage in the LAB 31 workshops was 193.

The number of filled questionnaires before and after the workshops is not even and some of the questionnaires do not have a matching pair. The reasons for that are: the workshops were realized also for the asylum-seeker children and it happened that the child had to move to another place/country during the realization of the workshops; parents moved to another part of the city or started a new job and the child couldn't attend anymore; children stopped going to the workshops because of some other leisure activities or activities connected with school.

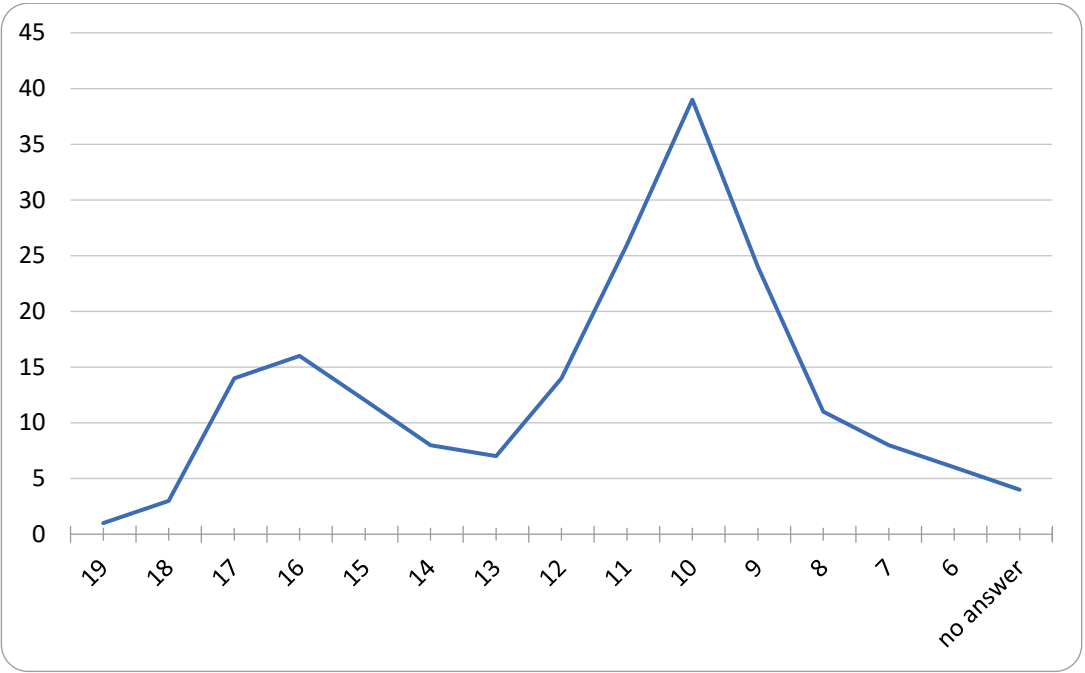The total number of questionnaires filled before the workshops by kids was 163.

The total number of questionnaires filled after the workshops by kids was 140.

Total number of paired questionnaires for kids was 110, total number of unpaired questionnaires was 83.

Q: Age

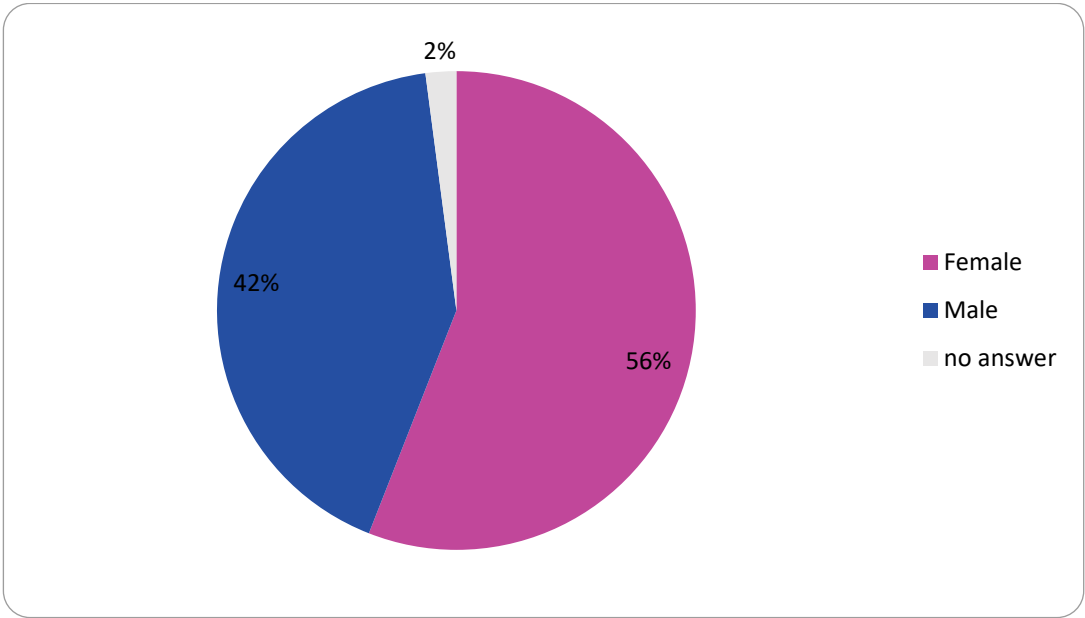The average age of a child participated in the workshops was 11,6 years.

Graph: Age of the children

Q: Gender

From the all 193 children that benifited from the LAB31 workshops were 108 girls and 81 boys.

Graph: Gender of the children

Q: Country of origin

The question about country of origin of the children was only in the first questionnaire, therefor the answers are only from the 163 children. Most of the children from the outside EU countries come from **Iraq, Syria, Morocco, Moldova, Somalia, Afghanistan, Ukraine and Pakistan.**

Iraq	22
Romania	20
Spain	14
Syria	13
Italy	11
Morocco	10
MOLDOVA	9
Somalia	7
Afghanistan	6
Ukraine	6
Belgium	5
Pakistan	5
Czech republic	4
England	3
Albania	2
Congo	2
Congo RDC	2
Cyprus	2
no answer	2
Russia	2
Algerie	1
Angola	1
Bangladesh	1
Belarus	1
Brasil	1
Bulgaria	1
Cameroon	1
Croatia	1
Ecuador	1
France	1
Greece	1
China	1
Iran	1
Kazakhstan	1
Nigeria	1
Yemen	1

Q: What is your level of local language?

This question compared the level of local language before the workshops and after the workshops. Answers are taken from the kids' questionnaires that filled them both before and after the workshops.

Graph: What is your level of local language?
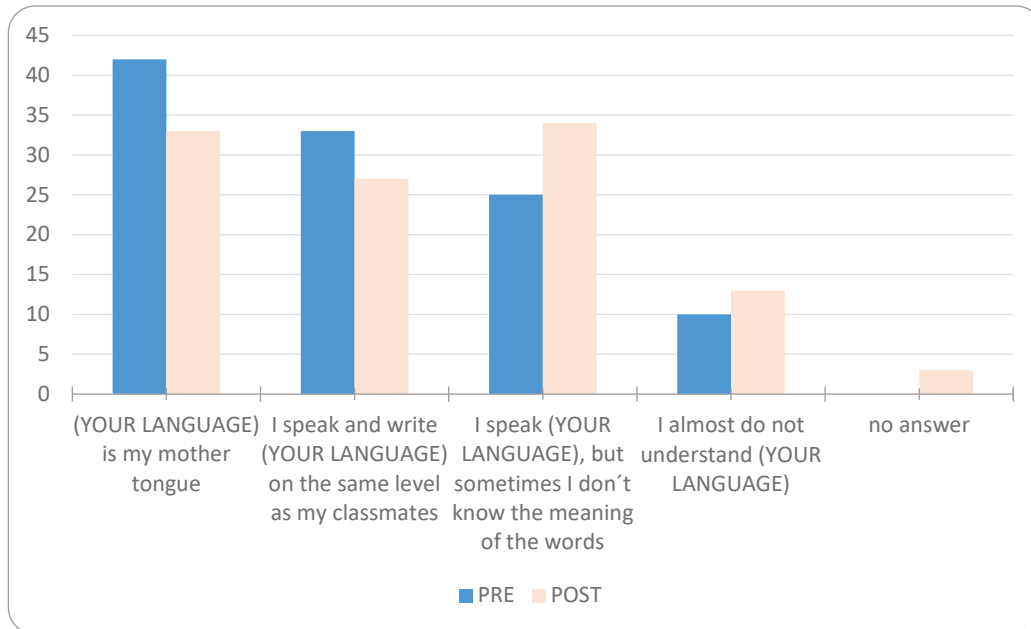
Q: If you are not from (YOUR COUNTRY), do you meet friends from your homeland in your free time?

Same number of children, both before and after the workshops (52%), answered that they meet with friends coming from their country of origin.

Graph: Do you meet friends from your homeland in your free time?
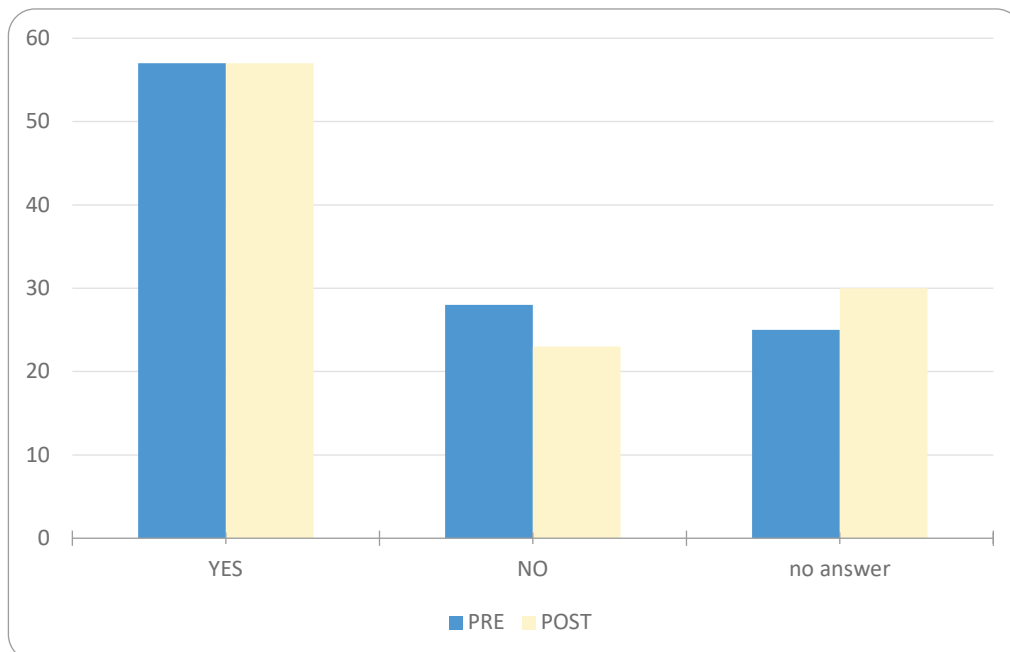
Q: If you are not from (YOUR COUNTRY) do you meet locals in your free time?

The ratio of those who answered YES to those answered no was before the workshops 49:36 (%); after the workshop it got improved and the ratio was 55:19 (%). This result follows from the fact that also local children participated in the workshops.

Graph: Do you meet locals in your free time?
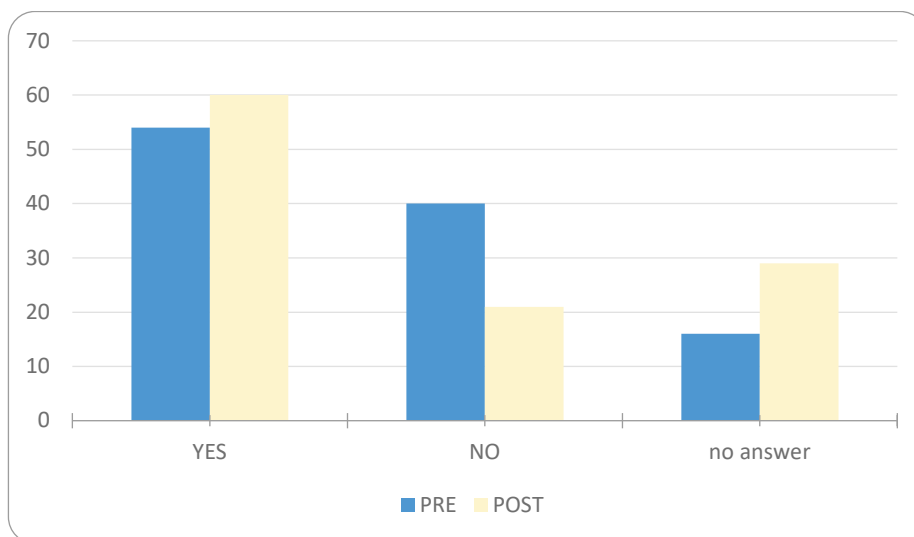
Q: How do you feel in this country?

Originally, this question was to be answered on a scale 1 – 5, where 5 was the best. Unfortunately, due to inattention of respondents when completing the questionnaires most of the children ranked it the other way round. After a careful consideration and communication with the Project Partners and when taking into account the answers of the children to the later questions (questions about friendships or satisfaction) the scale was turned, where number 1 means best and number 5 means the worst. We can notice a big progress in the "well-being" of the children; the likely positive answers (1 and 2) were at the beginning 57%, and at the end of the workshop 85%.
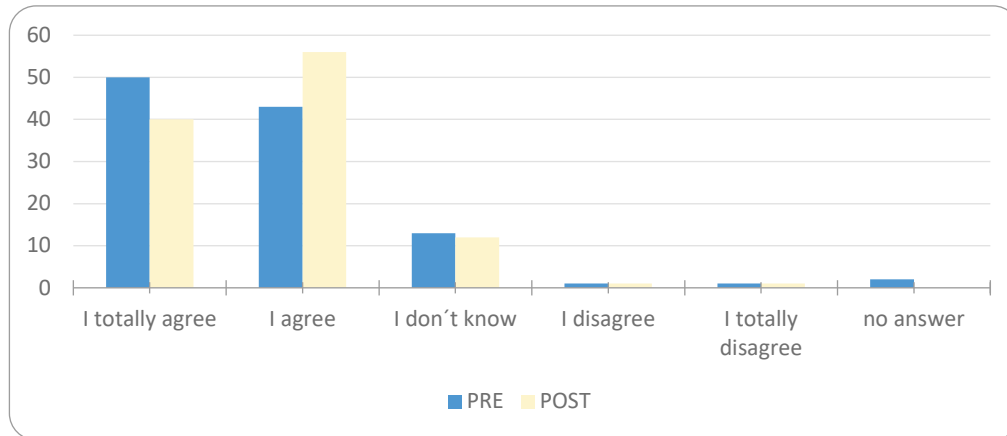
Graph: How do you feel in this country?
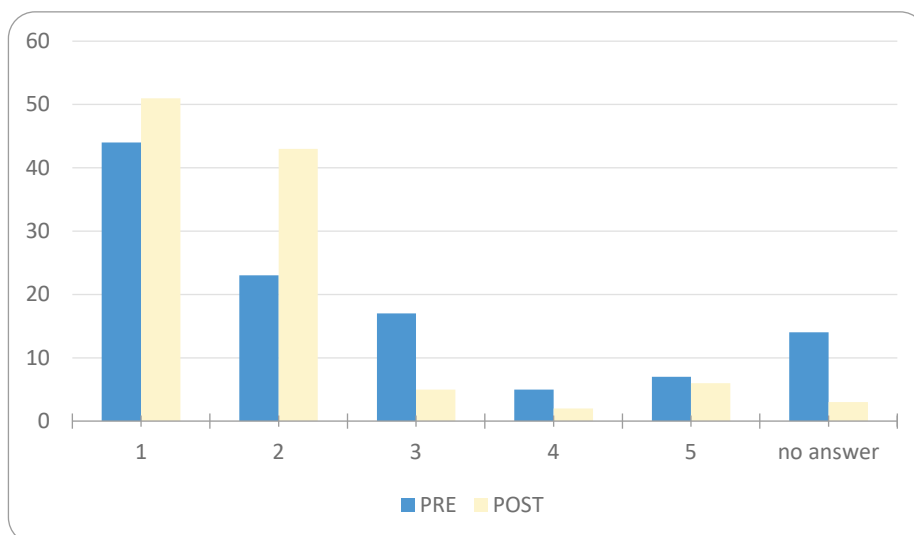
Q: I like to communicate with others.

There was no significant difference in the positive answers on this question. Mostly the children like to communicate with others.

Graph: I like to communicate with others.

Q: What do You do in Your free time?

This was an open question. From the answers before the workshops we can notice that children mostly play with toys, with their brother or sister, on phone or watch TV – activities that are usually indoor, at the place where they are living. There was a slight change in the outdoor activities and playing with friends after the workshops.

Graph: What do You do in Your free time?
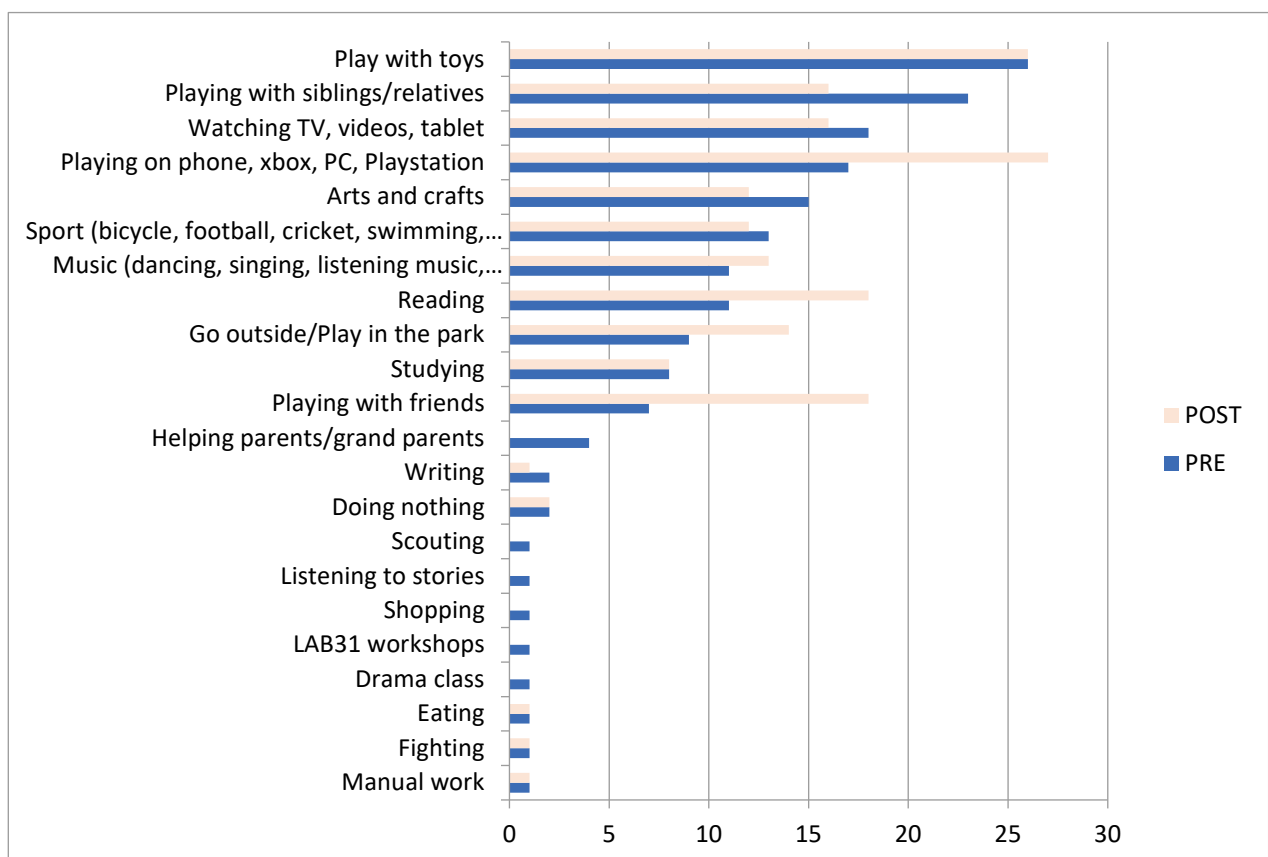
Q: What would you like to do in your free time?

It is obvious that children would like to move, go and see places, meet people, do music and creative activities. T

his is something what they are missing (in correspondence with the answers to the previous question: What do you do in your free time?). Some of the children also started to appreciate learning new skills and games, and discover new ways of spending their leisure time like cooking, relaxing, camping, helping others and writing stories.

Graph: What would you like to do You do in Your free time?
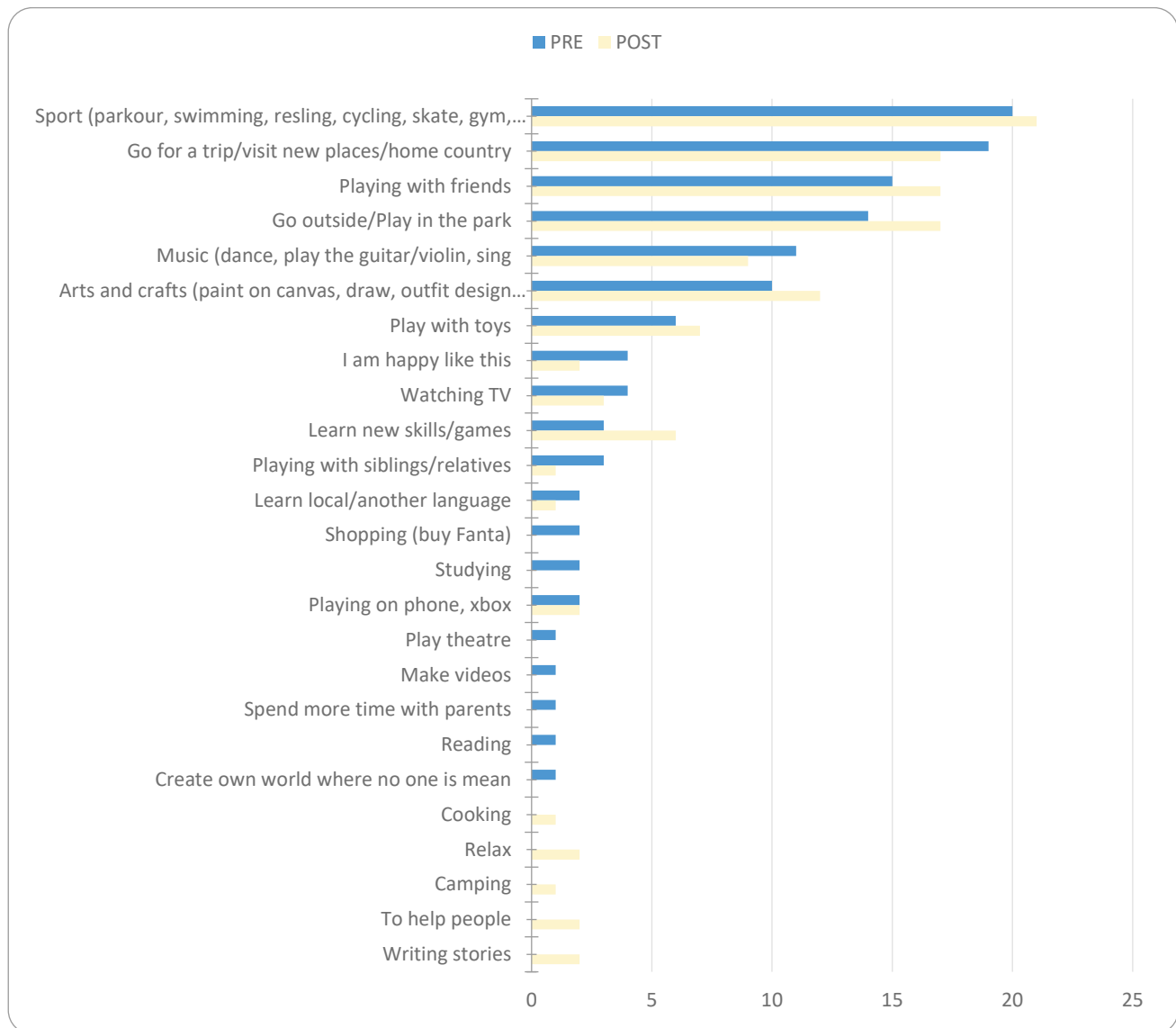
Q: Do you think that the children of your age should spend their free time with activities they are interested in? (not connected with school, housework or family care, etc.).

This question wasn't sometimes easy to explain to the children, but vast majority (95% before and 97% after) of children agree that children should spend their free time with activities they are interested in.
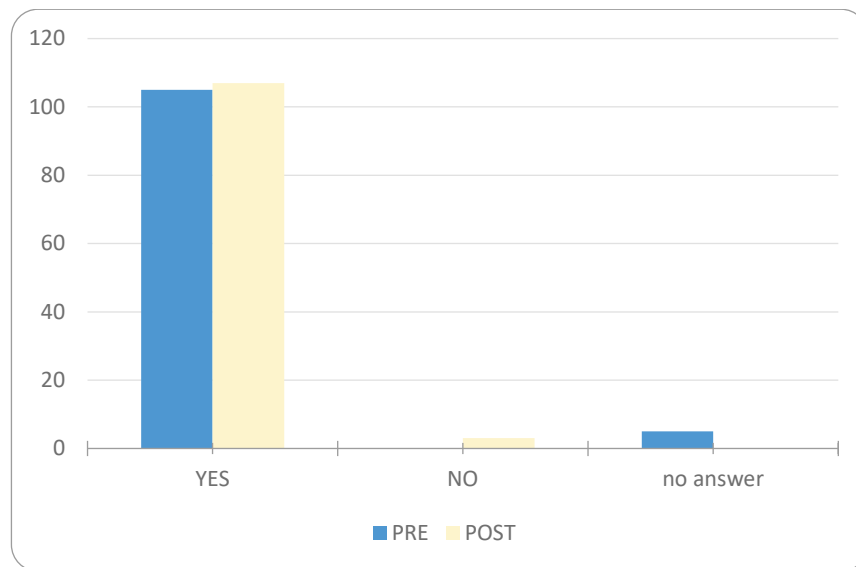
Q: Did You find a new friend/friends during the workshops?

This question was only in the questionnaire the children filled after the workshops. 90% of children answered that they found a new friend during the workshop. 8 children (7%) answered that they didn't find a friend, 3 of them were children who joined the workshop during the realization and the possible reason for not finding a friend can small number of interactions with the "workshops children".

Graph: Did You find a new friend/friends during the workshops?
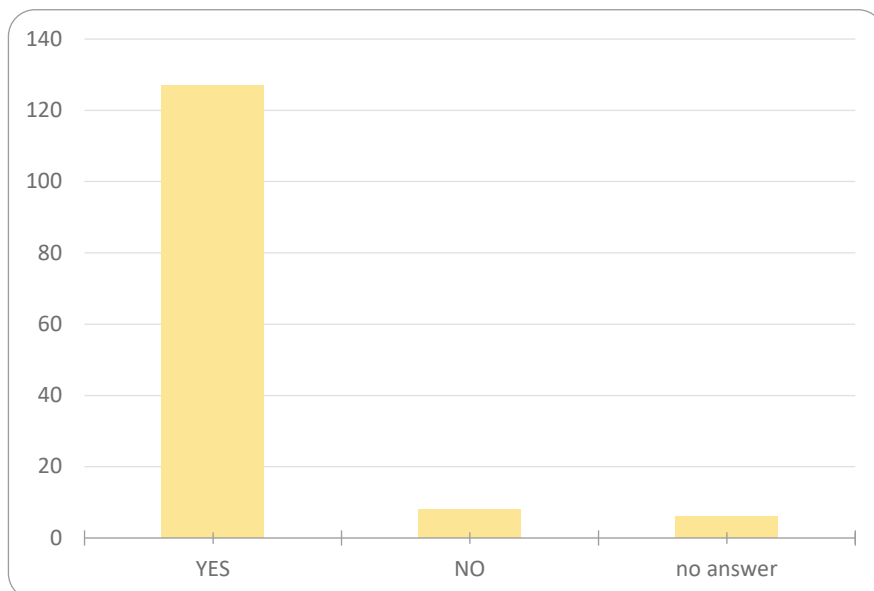
Q: How are you satisfied with the workshops?

This was an open question – children used in their answers comments like: „*a lot, cool, brilliant, I am satisfied, I am totally satisfied, etc.*" The answers were devided into 4 categories (very good/very satisfied; satisfied; not so much/quite satisfied; dissatisfied) + no answer category. 95% of children who filled the final questionnaire were very satisfied or

satisfied with the LAB31 workshops. Some of the children gave positive comments like: „*I met new children; I am not that shy anymore; They understood children very well; It helped me forget my problems; My local language is better; etc.*"

Graph: How are you satisfied with the workshops?
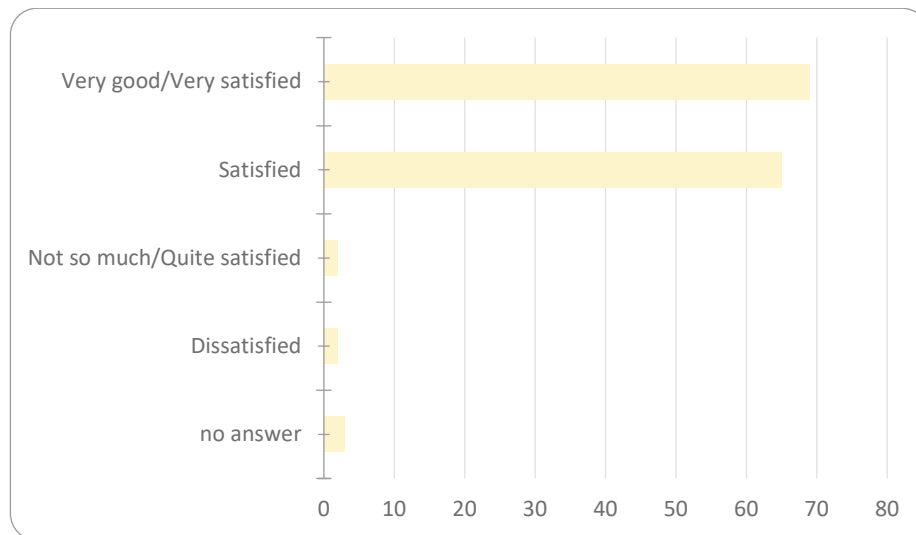
OUTCOMES OF THE QUESTIONNAIRES FOR KIDS

Children who benefited from the workshop activities came altogether from 36 countries, 23 children answered that they live alone (unaccompanied), 56% of the children were girls, 42% boys (rest didn't answer). The age of the children ranked from 6-years-old to 19-years-old, average age was 11,6 years.

When considering all of the answers of children who participated in the workshops it can be said that the workshops were successful, children enjoyed the activities, found new friends, played more and learn new skills or new activities.

The question "How do you feel in this country?" the children ranked it the other way round. After careful consideration the answers when taking into account the answers of the children to the later questions (questions about friendships or satisfaction) the scale was turned, where number 1 means best and number 5 means the worst. A big progress can be noticed in the "well-being" of the children; the likely positive answers (1 and 2) were at the beginning 57%, and at the end of the workshop 85%. 95% of the children were satisfied with the workshops and 90% found a new friend or friends.

FINAL EVALUATION

The LAB31 workshops that were organized in 8 pilot cities all over Europe proved as a good model and an example of good practice of integration and active participation of foreign minors in the host neighborhood.

193 children from 36 countries benefited from the workshop activities. The goals of the workshops to communicate with the local community, reduce isolation and remove barriers through their favourite sport, music and play activities and to better adapt themselves to their new environment were met.

All scheduled workshops were successful and it was very interesting to observe that even though there were workshops in several countries, the methodological procedures of the work with youth were quite similar. All partners followed well-proven pedagogical practices, children were treated with a great deal of empathy, emotion and with regard to their needs and experience.

Based on questionnaires from professionals, legal representatives and the children themselves, the results from workshops were very positive. The results show that "the role of play" itself, as a means of successful integration, is very beneficial.

For young migrants was the participation in the project particularly important, because according to the results of the questionnaires, they made a friends and have developed strong ties and networks with the locals. Based on the assessment of youth and their legal representatives, their self-esteem has increased and they have improved in a language that is not their mother tongue.

Perhaps a playful approach to children, promoting their efficient leisure time with the help of experienced professionals is the right way to successfully integrate young migrants. The participation of local communities in this process is also extremely important. Not only to promote the integration of migrants, but also for mutual cultural enrichment.

The project aims at developing the participation of foreign minors, unaccompanied foreign minors (Ums) included, in the cultural and social life of the host community, through specific cultural and play initiatives with the local population.

Lab31 will provide an innovative model of integration for foreign minors and will ensure their active participation through play.

Activities

Identification of existing good practices in the cultural integration of foreign minors at a local level. Develop and test an alternative approach to accompanied or unaccompanied foreign minors' integration with young natives through play and cultural activities: 8 Lab31 pilot-projects – workshops based on such recreation activities as sports, dance, music… Development of innovative awareness tools.

Target

Foreign minors, Ums included, 6-18 years of age.

Outcomes expected

Provide a model for integration and active participation of foreign minors in the host community through recreation and cultural activities. Make it possible for foreign children and youngsters, without any discrimination, to be fully aware of their right to play, Art. 31 in the Convention on the Rights of the Child. Develop foreign minors' ability to communicate with the local community and to take part in it. Change civil society's attitude regarding foreign minors, starting with youngsters. Reduce exclusion.