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#EmpoweringDiversity  
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# LIFE BOAT

helping **hands**, changing **lives**.

# 101

CZECH YOUTH  
ASSOCIATION



STRATEGIC  
PARTNERSHIP  
INSTITUTE



AY  
INSTITUTE



KOMPETENTA

**Are you a youth worker looking for innovative ways to improve your work with young people from migrant/refugee/asylum-seeking backgrounds? Look no further than Lifeboat, a collaborative project by NGOs in the Czech Republic, Poland, Lithuania, Italy, Sweden, and Turkey. Our project is the culmination of extensive research and meetings with young people, where we gained valuable insights into their needs and experiences.**

**Lifeboat** is a collaborative project between non-governmental organizations (NGOs) from the Czech Republic, Poland, Lithuania, Italy, Sweden, and Turkey, aimed at creating innovative solutions for youth workers to help them improve their work with young people from migrant/refugee/asylum-seeking backgrounds. The main objective of the project is to increase the level of social inclusion in the education system by creating a methodology and a manual based on the real needs of young people, which will be tested in real situations with the active involvement of both young people from migrant/refugee/asylum-seeking backgrounds and local youth. The project has several objectives, including strengthening the capacities of youth workers, facilitators, teachers, and other related occupations in working with multicultural groups as well as promoting social inclusion and integration between those groups.

We believe in that in current times, where refugees and migration is an ever more pressing issue, that two-pronged, bottom-up approach needs to be taken to best tackle the issue in European society. By taking this approach, we are not only helping educate future generations about the fact that well integrated refugees are a benefit to our societies, we are also empowering local youth to partake in said integration by being more open-minded, welcoming and understanding through the activities our project has executed and will execute in the future. Through this peer-to-peer initiative, youth and youth workers have the power to be a part of the solution, creating a more vibrant, inclusive society for all.

As part of these efforts, the project aims to create zero-cost and innovative educational materials, aimed at helping youth workers, facilitators, and teachers improve their understanding of people with different cultural backgrounds and assist them with creating an inclusive working environment, leading to a decrease in discriminatory, xenophobic, or racist behavior. Ultimately, the project seeks to modernize and enhance youth work focused on youth from refugee/migrant backgrounds on a national level in each partner country based on policy recommendations. Through the Lifeboat project, youth workers and young people alike will gain valuable tools and resources to support social inclusion and create a more diverse and inclusive society.

As a result of our work so far, we are proud to present our first project output – an educational E-book that aims to improve social inclusion in the education system and promote tolerance and diversity in youth work. Packed with practical resources, including a methodology and manual tested in real situations, educational courses, and policy recommendations, this E-book is a must-have for any youth worker who wants to make a positive difference in the lives of young people from diverse backgrounds. Let us empower and motivate you to take your work to the next level!

As part of the Lifeboat project, various resources have been developed to support youth workers in their work with young people from migrant/refugee/asylum-seeking backgrounds. These resources include a manual and methodology based on the real needs of these young people, which have been tested in real situations. The project also offers a list of activities suitable for better integration of foreign youngsters into society, as well as profiles of the migrants and refugees who took part in the research phase. In addition, tips for youth workers have been compiled to help them improve their understanding of creating an inclusive working environment, ultimately leading to the decrease of non-tolerant, xenophobic, or racist behavior. All of these resources are available at zero cost, with the aim of bringing about change in youth work focused on youth from refugee/migrant backgrounds on a national level in each partner country based on our policy recommendations. This E-book provides an in-depth look at the Lifeboat project, its objectives, methodology, and educational materials. By reading this E-book, youth workers will gain valuable tools and resources to foster social inclusion and create a more diverse and tolerant society. Let the Lifeboat project be your guide to innovative ways of peer-to-peer learning among multicultural and refugee/migrant background youth and domestic youth workers.

## ACTIVITIES TO CREATE INTEGRATION

### CULTURAL POTLUCK



#### DESCRIPTION

Cultural Potluck is a non-formal activity that aims to bring people from different cultural backgrounds together through food. The activity involves participants bringing a dish from their cultural background to share with others, creating a multicultural feast.

#### DURATION

Approximately 2 hours

#### AIM

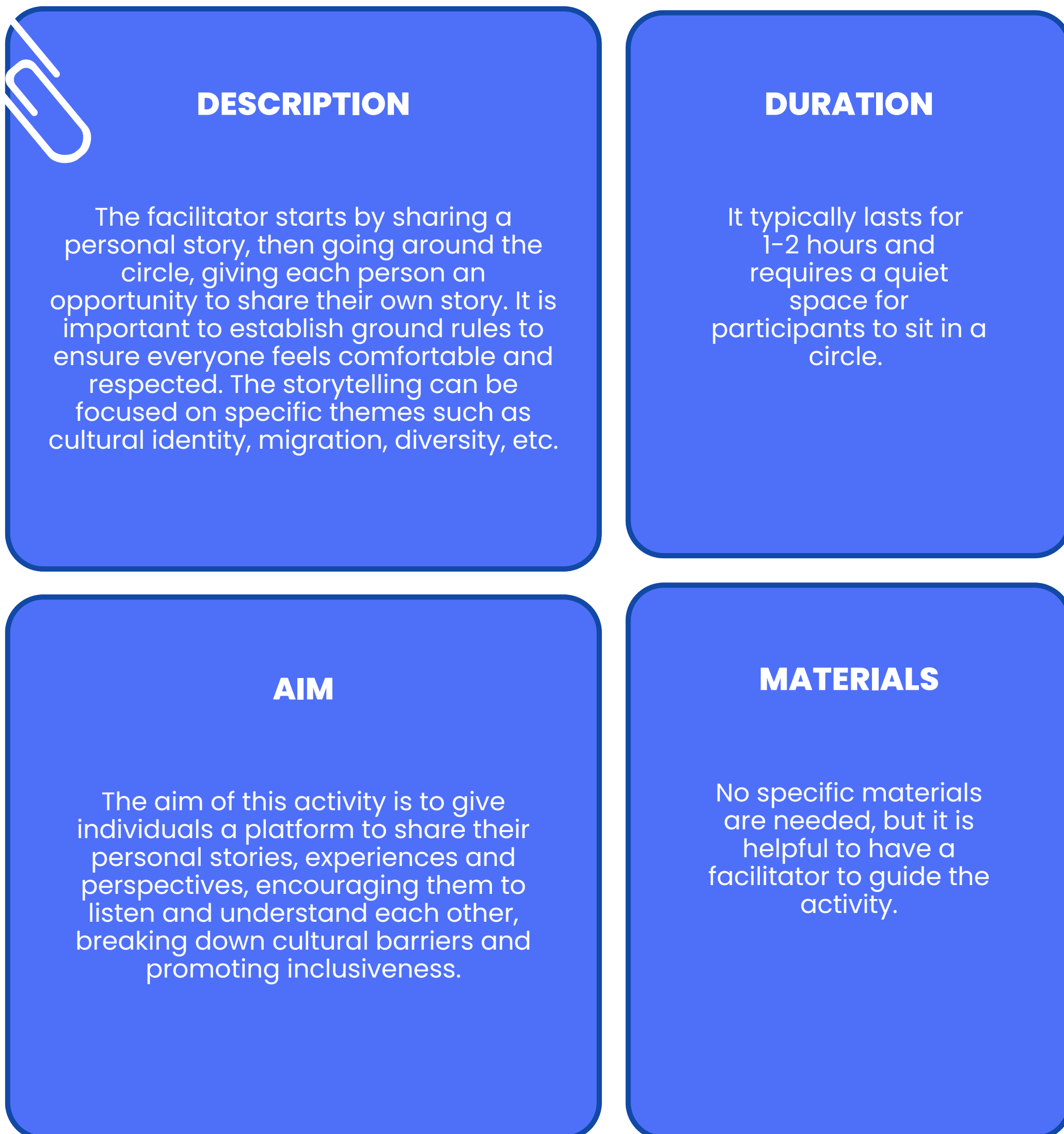
The aim of this activity is to give individuals a platform to share their personal stories, experiences and perspectives, encouraging them to listen and understand each other, breaking down cultural barriers and promoting inclusiveness.

#### MATERIALS

- Table
- Chairs
- Plates
- Cutlery
- Serving utensils
- Food
- Drinks

## ACTIVITIES TO CREATE INTEGRATION

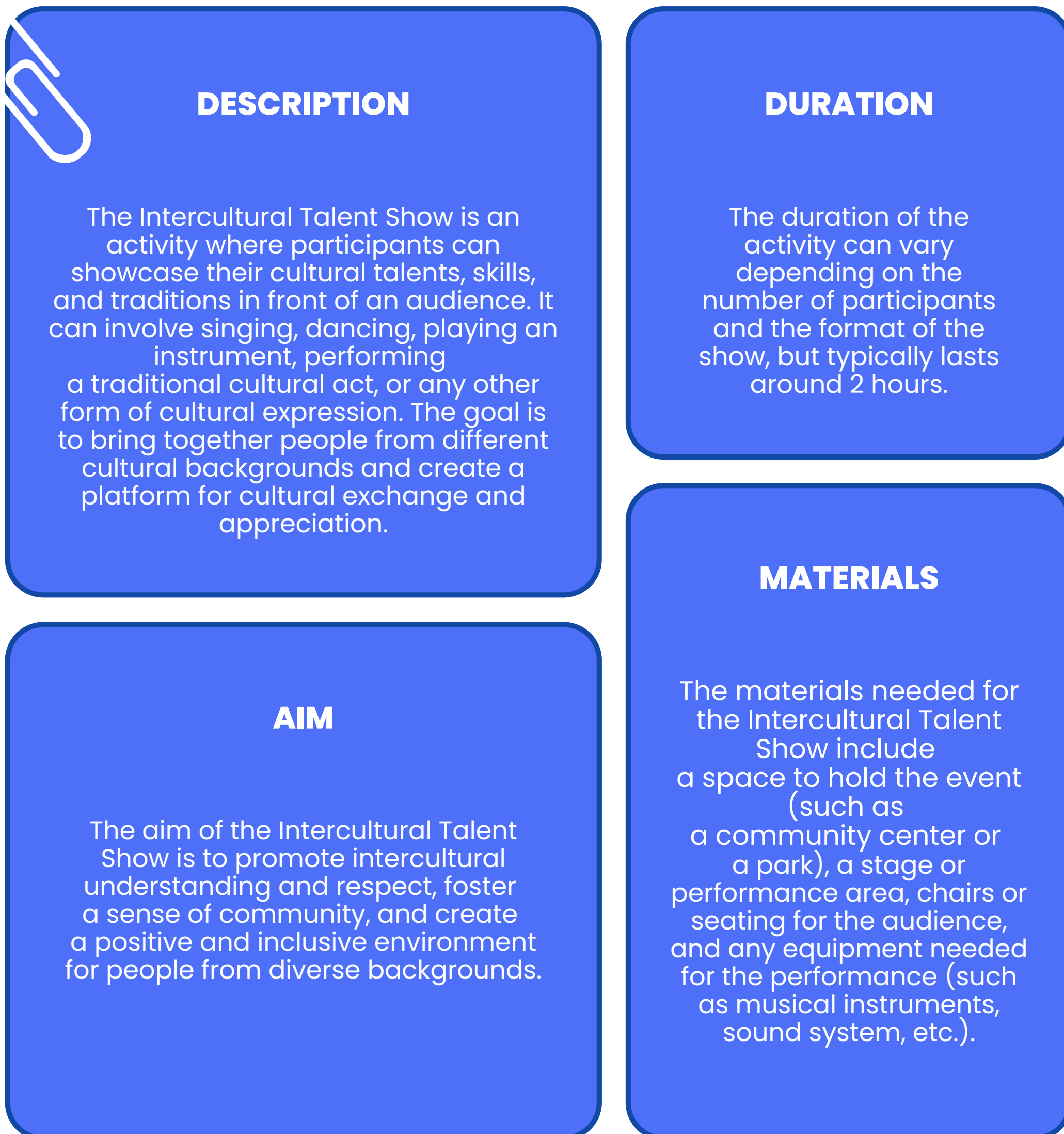
### STORYTELLING CIRCLE





## ACTIVITIES TO CREATE INTEGRATION

### INTERCULTURAL TALENT SHOW



## ACTIVITIES TO CREATE INTEGRATION

### COMMUNITY CLEAN-UP



## ACTIVITIES TO CREATE INTEGRATION

### INTERCULTURAL SPORTS DAY



**DESCRIPTION**

This activity involves organizing a day where people from different cultural backgrounds can come together and participate in various sports activities. The day can include games like soccer, basketball, volleyball, or other team sports. The emphasis will be on having fun, building relationships, and promoting intercultural understanding and cooperation.

**DURATION**

A typical Intercultural Sports Day could last anywhere from 4 to 8 hours, depending on the number of participants and the number of sports activities planned.

**AIM**

The aim of this activity is to provide a space for people from different cultural backgrounds to interact, engage, and have fun together. The goal is to promote social cohesion and intercultural understanding through sport.

**MATERIALS**

The materials needed for this activity include sports equipment, such as soccer balls, basketballs, and nets, as well as any other materials needed to host the event, such as tables, chairs, and sound system. Additionally, it would be helpful to have access to a park, field, or gym where the activities can take place.

## ACTIVITIES TO CREATE INTEGRATION

### COMMUNITY ART PROJECT



**DESCRIPTION**

Community Art Project is a creative activity that involves the participants working together to create a collective piece of art. This activity can be held either indoors or outdoors and can be tailored to suit the needs of the group and the available materials. The aim is to bring people from different cultural backgrounds together to work towards a common goal.

**DURATION**

The duration of the Community Art Project can vary depending on the complexity of the project and the number of participants involved. It could range from a half-day activity to a multi-day workshop.

**AIM**

Community Art Project is a creative activity that involves the participants working together to create a collective piece of art. This activity can be held either indoors or outdoors and can be tailored to suit the needs of the group and the available materials. The aim is to bring people from different cultural backgrounds together to work towards a common goal.


**MATERIALS**

The materials needed for a Community Art Project will depend on the specific project being created. However, some common materials that could be required include paints, brushes, canvas, paper, markers, and other art supplies. The organizer should also consider the environmental impact of the materials used and aim to use eco-friendly and sustainable materials where possible.



## ACTIVITIES TO CREATE INTEGRATION

### MEDITATION

 <p><b>DESCRIPTION</b></p> <p>The term meditation refers to a broad variety of practices that include techniques designed to promote relaxation, build internal energy and develop compassion, love, patience, generosity, and forgiveness. These are good societal habits needed in every community. People would be invited to experience / try and learn about meditation in a youth centre or in the open (if the weather allows).</p>	<p><b>DURATION</b></p> <p>From 30 minutes to 1 hour (depending whether there are some pre- and post-meditation activities / talks).</p>
<p><b>AIM</b></p> <p>Meditation would allow the participants to relax and reflect on their time together &amp; (for refugees) in their new home. Number of participants. from 10 to 30.</p>	<p><b>MATERIALS</b></p> <p>Required venue Recommended: youth centre, park / other outside venue (if the weather allows). Some bond might be needed for the participants to feel sufficiently relaxed; It must be a quiet place without distractions.</p>

## ACTIVITIES TO CREATE INTEGRATION

### MOVIE NIGHT



## ACTIVITIES TO CREATE INTEGRATION

### INTERNATIONAL GAME NIGHT



**DESCRIPTION**

International Game Night is an event where people from different cultural backgrounds can come together to play games and socialize. This could include traditional games from different cultures as well as more contemporary games.

**DURATION**

International Game Night can last anywhere from two hours to an entire evening, depending on the number of games and participants.

**AIM**


The aim of International Game Night is to provide a fun and relaxed environment where people can get to know each other, learn about different cultures and break down cultural barriers.

**MATERIALS**

For International Game Night, materials might include a variety of games such as board games, card games, and video games. Refreshments such as snacks and drinks could also be provided.

## ACTIVITIES TO CREATE INTEGRATION

### LANGUAGE EXCHANGE

 <p><b>DESCRIPTION</b></p> <p>A language exchange activity is an event where people who speak different languages come together to practice speaking each other's language. Participants are paired up with someone who speaks a different language, and they take turns speaking with each other for a set amount of time.</p>	<p><b>DURATION</b></p> <p>The duration of a language exchange activity can vary, but typically lasts 1-2 hours.</p>
<p><b>AIM</b></p> <p>The aim of the language exchange activity is to provide a fun and relaxed environment for people to practice speaking a different language, improve their language skills, and learn about different cultures.</p>	<p><b>MATERIALS</b></p> <p>The only materials required for a language exchange activity are chairs, tables, and a space to hold the event. It is helpful to have some props, such as a timer or a name tag, to help organize the activity and keep participants on track.</p>



## ACTIVITIES TO CREATE INTEGRATION

### INTERNATIONAL MUSIC JAM SESSION



**DESCRIPTION**

An International Music Jam Session is an event where people from different cultural backgrounds gather to make music together. Participants can bring their own instruments, or use the ones provided. The event aims to promote intercultural exchange and foster a sense of community through music.

**DURATION**

The duration of the International Music Jam Session can vary depending on the number of participants and the amount of time available. A typical session could last 2-3 hours.

**AIM**

The aim of the International Music Jam Session is to bring people together to make music and celebrate cultural diversity. By sharing their musical traditions and learning from one another, participants can build new relationships and create a positive intercultural experience.

**MATERIALS**

To organize an International Music Jam Session, you will need a suitable venue, such as a community center, park, or local music venue. You will also need a sound system, instruments, and chairs for the participants. If participants bring their own instruments, make sure there are enough electrical outlets and extension cords available. Additionally, you may also want to provide snacks, drinks, and other refreshments for the participants.

## ACTIVITIES TO CREATE INTEGRATION

### COMMUNITY GARDEN PROJECT



## STORIES OF PARTICIPANTS

As part of the **LIFEBOAT** project, important discussions attempting at exploring the complex issues surrounding migration took place in Vilnius, Lithuania. Over the course of three workshops, a diverse group of individuals, including asylum seekers, locals, and regular migrants, came together to engage in non-formal activities and conversations about their experiences. These workshops provided a space for open dialogue and encouraged participants to share their unique stories and backgrounds. Through these discussions, a deeper understanding of the challenges faced by migrants and refugees was gained, and important connections were made between people from different backgrounds.

The diversity of the participants in these workshops is a testament to the complex nature of migration. Some participants were forced to flee their homes due to persecution or violence, while others sought out new opportunities in different countries. Some were seeking asylum and faced significant obstacles in their new homes, while others had a more straightforward transition.

Despite these differences, all participants shared a common bond in their experience of migration. They had all left their homes in search of a better life, whether that meant safety, security, education, or economic opportunity. The workshops provided a space for these individuals to connect with one another, share their stories, and build a sense of community and support. Through these conversations, the participants were able to gain a deeper understanding of the challenges and opportunities of migration, and to reflect on their own experiences in a supportive and empathetic environment. The workshops also served as a reminder of the importance of fostering empathy, compassion, and understanding towards those who are forced to leave their homes in search of a better life.

We will explore the stories of three individuals who participated in these workshops, each of whom has a unique perspective on the challenges and opportunities of migration. These stories highlight the complexity of migration and the diverse experiences of those who undertake this journey. They also serve as a powerful reminder of the importance of creating spaces for dialogue, understanding, and support for migrants and refugees in our communities.



# ARMELO

Armelo's story is unfortunately all too common for many migrants who are forced to flee their home countries due to political persecution. As a citizen of the Democratic Republic of Congo, Armelo faced persecution due to his political beliefs, and was forced to flee his country for his safety. The journey to Lithuania was fraught with danger and uncertainty, but Armelo was determined to seek refuge in a safer country.

Upon arrival in Lithuania, Armelo applied for asylum, but unfortunately his application was denied. He is currently in detention at the Kybartai Refugee Center, awaiting further action. The experience of being detained can be a traumatic and isolating one for migrants and refugees, and it is especially difficult for those who have already faced persecution and trauma in their home countries.

Despite the challenges he faces, Armelo remains resilient and determined to tell his story and seek justice. His experience highlights the importance of supporting and protecting refugees and asylum seekers who are forced to leave their homes due to political or social persecution. It is crucial that we provide a safe haven for those who are fleeing persecution, and ensure that they have access to the resources and support they need to rebuild their lives in a new country.

Armelo's story is a reminder that the global community must do more to address the root causes of forced migration, including political instability, human rights abuses, and conflict. We must also work to improve the processes for asylum and refugee resettlement, and ensure that those who are seeking safety and protection are not subjected to further harm or discrimination.

# PARFAIT

Parfait's unexpected migration to Lithuania was largely driven by his desire to improve his economic opportunities. As a talented photographer in Togo, he struggled to make ends meet and provide for himself and his family. When he heard about the possibility of finding better-paying work in Lithuania, he saw it as a chance to pursue his passion while also supporting himself financially.

Upon arriving in Lithuania, Parfait was initially unsure of what to expect. However, he was pleasantly surprised by the kindness and warmth of the Lithuanian people. From the moment he arrived, he felt welcomed and supported, which helped him to quickly adjust to his new surroundings.

As he settled into his new life in Lithuania, Parfait began to explore his passion for photography and sought out opportunities to build his skills and network with other professionals in his field.

Despite the challenges of adjusting to a new country and culture, Parfait remains grateful for the opportunities he has found in Lithuania. He sees his unexpected migration as a chance to pursue his dreams and build a better life for himself and his family. Parfait is still an asylum seeker in Lithuania and has not yet been granted permanent residency. However, he remains hopeful and determined to build a life for himself in his new home country. His experience underscores the importance of providing economic opportunities and support for migrants and refugees who are seeking a better life for themselves and their loved ones.

# MERVE

Merve's story is one of courage and perseverance. Having grown up in a country plagued by political instability and violence, she was determined to create a better life for herself. With her unrelenting focus and dedication, Merve applied for and secured a scholarship to study at a university in Lithuania, a country she specifically chose for its scholarship opportunities.

Despite the challenges of adjusting to a new country and culture, Merve remains undeterred in her pursuit of her dreams. She is driven by the belief that education is the key to unlocking her potential and creating a brighter future for herself and her family. Merve's experience highlights the importance of providing opportunities for education and access to resources for migrants and refugees, who may face significant obstacles in their home countries.

Through her hard work and determination, Merve has not only excelled in her studies but has also become a role model for other migrants and refugees who face similar challenges. She serves as an inspiration to those who strive to create a better life for themselves, despite the odds stacked against them.

Despite the hardships that Merve has faced in her life, she remains grateful for the opportunities that Lithuania has provided her. She has found a sense of community and belonging in the country, and continues to work towards her goals with an unwavering spirit. Her story is a testament to the resilience of the human spirit, and a reminder that, with hard work and perseverance, one can overcome even the greatest obstacles.



In conclusion, through LIFEBOAT workshops in Lithuania, a deeper understanding of the challenges faced by migrants and refugees was gained, and important connections were made between people from different backgrounds. The stories of Armelo, Parfait, and Merve are only a couple examples that highlight the complexity of migration. It shows the diverse experiences of those who undertake this journey, migrants come from different countries, different backgrounds, for different reasons and purposes, even their experience of migration is not always the same. Their stories serve as a reminder of the importance of creating spaces for dialogue, understanding, and support for migrants and refugees in our communities. The workshops highlight the importance of providing economic opportunities and support for migrants and refugees who are seeking a better life for themselves and their loved ones. Additionally, the workshops also underscore the importance of providing opportunities for education and access to resources for migrants and refugees, who may face significant obstacles in their home countries. We must work to address the root causes of forced migration and ensure that those who are seeking safety and protection are not subjected to further harm or discrimination.

## TIPS ON HOW TO WORK BETTER WITH FOREIGNERS

There are many tips that may be utilized by trainers, coaches, and lecturers in order to better work with foreigners. Whether you are collaborating with international business partners or teaching in a multicultural classroom, understanding how to effectively communicate and build relationships with people from different cultural backgrounds is essential.

First of all, it is important to be respectful of cultural differences. The world is a diverse place, and different cultures have different customs, traditions, and beliefs. As such, it is crucial to take the time to learn about the cultures of the people you are working with. One of the most critical tips for working with foreigners is to adapt your communication style and behaviour accordingly. For instance, in some cultures, direct communication is preferred, while in others, indirect communication is more appropriate.

Working with foreigners can be a challenging task, especially when there are language barriers and different ways of doing things. As a result, one of the most important tips for trainers, coaches, and lecturers is to be patient and understanding. Patience is an essential skill when working with foreigners, as it takes time to learn and adapt to different cultural norms, communication styles, and ways of working. It is important to approach the situation with an open mind and a willingness to learn from the people you are working with. By being patient, you will create a positive and welcoming environment that encourages foreigners to feel comfortable and confident in their interactions with you. In addition to patience, it is also important to be understanding when working with foreigners. You may encounter situations where you do not understand their behavior or actions, but it is crucial to avoid jumping to conclusions or making assumptions based on your own cultural norms. Try to see things from the perspective of the other person and consider their unique cultural background and experiences. By doing so, you will be able to develop a better understanding of their needs and preferences, which will help you work more effectively with them.

It is important to remember that communication is a two-way process, and it is necessary to ensure that the other person understands what is being said. Therefore, it may be helpful to encourage the individual to ask questions or provide feedback, which can help to clarify any misunderstandings or confusion. When working with foreigners, it is also vital to be patient and listen carefully to what they are saying. This may involve giving them extra time to process and respond to your messages, as they may need additional time to translate and comprehend what you are saying. Use clear and concise messaging, avoid using complex language or jargon that may be difficult for non-native speakers to understand, and minimize the use of idioms or slang that may be unfamiliar to them. Moreover, it can be beneficial to use visual aids or other non-verbal forms of communication to enhance understanding. For example, diagrams, pictures, or videos can help convey information in a more accessible way, and may be particularly useful for individuals with limited language skills.

Building relationships is a crucial component of working with people from different cultures. By taking the time to get to know your colleagues or students, you can build rapport and establish trust, which can lead to more productive and positive working relationships. One way to do this is by showing a genuine interest in their culture and background. This could involve asking questions about their customs, traditions, and beliefs, and being open to learning about new things. By showing a willingness to learn about other cultures, you can create a welcoming and inclusive environment that encourages people to share their experiences and perspectives.

Organizing cultural exchange events or social activities can also be an effective way to build relationships. This could involve organizing a potluck where people can share traditional foods from their home country, or hosting a celebration for a holiday that is important to someone from a different culture. These activities can help create a sense of community and mutual understanding, and can also be a lot of fun. In addition, it is important to be mindful of cultural differences when building relationships. For example, some cultures may place a greater emphasis on personal relationships and socializing, while others may prioritize professionalism and keeping personal and work lives separate. Understanding these differences and adapting your approach can help you build relationships that are respectful and productive.



It is important to avoid making assumptions or generalizations about people from different cultures. Stereotyping can lead to misunderstandings and can create an uncomfortable or unwelcoming environment. Instead, treat everyone as an individual and take the time to get to know them. Encouraging questions can also help facilitate effective communication. This allows individuals to ask for clarification when they do not understand something, which can help identify areas where more support is needed.

To conclude, working with foreigners can be a challenging task, but by implementing some of the tips outlined above, trainers, coaches, and lecturers can better communicate and build relationships with people from different cultural backgrounds. Understanding and respecting cultural differences is essential, and adapting your communication style and behaviour accordingly can help to avoid unintentional offenses and maintain positive relationships. Patience and understanding are also critical skills, as it takes time to learn and adapt to different cultural norms, communication styles, and ways of working. Effective communication is essential when working with foreigners, and visual aids, clear messaging, and encouraging feedback can help to enhance understanding. Building relationships is also crucial, and showing a genuine interest in other cultures and organizing cultural exchange events can help to create a sense of community and mutual understanding. It is important to avoid making assumptions or generalizations about people from different cultures, and treating everyone as an individual can help to create a welcoming and inclusive environment. By implementing these tips, trainers, coaches, and lecturers can create a positive and productive working environment that encourages effective communication and fosters respect for cultural diversity.



## PROGRESS OF ACTIVITY RESEARCH

The first intellectual output of Lifeboat aimed to include youngsters from all partner countries in the inclusive education discussions with the activity “Action Research”, implemented in the form of study groups. These study groups provided young people with an appropriate setting for the local and immigrant/refugee youth to socialize and participate in activities set out in the preparation of methodology and best practices phase. The outcomes of methodology and best practices studies were used in forming the activity plan of action research to achieve the objectives of the first intellectual output activities.

The instructions and task list for the first IO is shared with all partners via project’s Facebook group. Instructions included a timetable with non-formal methods to be used, explanations for facilitators and all activities that are expected to be implemented during the action research activities. These activities were done with 3 different groups, from now on referred to as study groups. For each study group, there should be 10 participants; 5 local youngsters and 5 young people from the refugee/migrant/asylum seekers community. Each partner organization implemented these activities with 3 different study groups, 30 people in total per organization.

Here you can see the original timetable for IO1 activities:

Timetable	Activities	Non-formal and informal learning methods used
30 min	Ice breaking game	5 things in common Split, every one, into pairs and hand each pair a piece of paper. Each pair is responsible for finding 5 things they have in common with one another. Remember to tell everyone easy cop-outs aren't allowed, like "we both have hands".
45 min	Introduction of the project and talking about fears, feelings, and expectations	Introduction –short speech about the project (why we are here? what will we do? etc.). After there will be a workshop – a large, half-filled aquarium will then be drawn on the flip-chart. Participants will be given sticky notes in three different colors, the first color will represent fears, the second color emotions, and the third color expectations. Each participant will write a fear, a feeling, and an expectation about the project on these sticky notes. Afterward, they will share what they wrote with the other participants in order and paste them on the parts determined on the flip-chart. The water-filled part of the aquarium will be reserved for fears, the remaining part of the water-filled part for emotions, and the surrounding of the aquarium for expectations.
45 min	Brainstorming	The subject of the project is written in capital letters in the middle of the flipchart and the participants are asked to brainstorm terms and subheadings related to the main topic. The stated ideas and terms are written on the flipchart around the main title. The facilitator selects a few of these terms and distributes the terms to the participants, whom he separates into groups so that they can prepare a presentation. Participants prepare presentations on these terms and share their presentations with other participants.
15 min	Break	
45 min	Team-work	Genie in a Bottle Participants are divided into groups and are granted three wishes regarding the problems refugees face in daily life. They share their wishes with other participants by drawing and displaying them on a flipchart. Thanks to this activity, the participants have the opportunity to share the difficulties they face in daily life and they will find solutions to these problems. <b>The right of three wishes should be in a way that solves problems*</b> for example, we wish governments would pass a new law on this issue
1 h	Lunch	
25 min	Energisers	The marshmallow challenge Build the tallest free-standing structure in just 18 minutes using no more than 20 sticks of spaghetti, one yard of tape, one yard of string, and one marshmallow. The marshmallow must be on top and cannot be deformed to hold it in place.
40 min	National presentations	Young people, who are divided into groups of their own countries, will conduct research to prepare a presentation reflecting the situation in their own country related to the subject and share the information obtained from this research through the presentations they prepare.
40 min	Workshop	Participants will divide into groups and prepare their imaginary country on the flipchart given to them. These countries will have their own flag, map, population, and rules, all of which will be determined by the participants. In this event, the participants will have the opportunity to share their ideal society with us, and they will try to design countries with solutions by empathizing with the problems encountered. After the presentations, there will be a discussion. The discussion will be about what is different between their own "ideal" country and the country where they live. Try to answer the question of what should be done (what they can do) to make the country where they live the ideal country.
20 min	Evaluation	Feedback from participants and evaluate the project

As it can be observed, the original timetable for the action research activities requires about 6 hours. Keeping true to the original objectives of the activity, many partners tweaked the original timetable to suit the needs of their study groups. The general frame of activities can be explained as follows:

During the activities young people are first introduced to the project and the topic. Later, through icebreakers and energizers the group is encouraged to participate in all activities, starting off with refugee/migrant/asylum seeking youth presenting their journey to the new country, their expectations, fears and feelings, later comparing their stories with each other to emphasize that each background is different and there is not one reason/objective in moving to a new country.

During this time the local youth has a discussion on possible problems of people with refugee/migrant/asylum seeker background in their countries. Each group continues the activity by changing the discussion topic to the next activity. This time they present their opinions on certain terms such as European values, tolerance, inclusivity, and xenophobia.

The second part of the activities continues with presentations from both groups on the topics they've discussed in the first part. Local group presents their discussions on what they think the obstacles for migrants are in their countries, whether on a social basis or on a more political basis such as access to education, work, health care, traveling etc. The refugee/migrant/asylum seeking youth presents their journey, hopes and fears while starting their life in a new country, obstacles they've faced, each personally so the emphasis is made to local participants as well. After both groups share their opinions and have some time to talk about the presentations, they move on to presenting their opinions on the aforementioned topics (European values, tolerance, inclusivity and xenophobia) to the other group. This activity showcases the different perspective local and migrant youth has on the above mentioned topics, and discussions on the origins of the difference of their perspective naturally develops within the group. Now that all participants are familiar with each other the discussions turn into long conversations, here it is the responsibility of the facilitator to keep the focus on the topic and the activities.



The third part of the activity is put into practice by combining the last three activities into one. This was done in order to encourage participants to combine all the knowledge gained in these 3 activities and use them in their creation of an ideal country. Activity starts by participants doing research and preparing a presentation about their countries. In this part, participants from the same country form a group and prepare the presentations together. When all presentations are prepared and presented, each group is also encouraged to use their 'three wishes' to change something that affects them in their daily life. Participants are reminded by the facilitators that these wishes must be solving problems they face daily, or a fundamental change that can eliminate the problem entirely.

This inspires participants to look for solutions and alternatives. By sharing these 'wishes' with a group of people that have different backgrounds, cultures, perspectives and priorities, participants are also encouraged to use this platform and setting as an opportunity to learn from each other. In this activity it is also aimed to encourage participants to start conversations both with their national groups about the daily problems that need to be prioritized and change that can efficiently solve these prominent problems, and the other participants about how such problems are solved in their countries or how such problems can be resolved by offering their alternatives. These discussions are observed to create a platform for people to talk about how each participant is personally affected by their living conditions, and create mutual understanding between participants.



After the national presentations and three wishes are presented and discussed, participants again form a group (mixed) and design their ideal countries. These ideal countries have their own map, flag, population etc. Participants can add more details, however it is important to keep the countries realistic and not create a world with superpowers etc. While creating these countries participants are also reminded of the three wishes presentations and therefore are reminded of some of the problems they may have not encountered but know others have, and are encouraged to create a world that is thoughtful of diverse cultures, backgrounds, belief systems and needs. After the ideal countries are created, each group presents their ideal country and states the differences between their ideal country and the country they live in. A discussion about how this ideal country can be actualized takes place and the three wishes activity is brought into this conversation. Some changes to the three wishes can be observed at the last stage of the third part of the activities, as new ideas are formed with the focus on an ideal world and not on solving problems.

After the presentation of the results, there will be a discussion focused on the cooperation in mixed teams, pros and cons of having this cooperation and the atmosphere of the team, level of involvement, etc. Results of these activities are then uploaded to Google Drive by all partners. Afterwards, a focus group made up of partner NGOs representatives will bring together professionals and youth workers for a joint discussion on national results as well as comparison of each country's results.

In addition to the activities, throughout the event participants are provided with coffee/tea and snacks. All things related to activities; pen, paper, internet etc. are provided in the activity venue for the participants by the partner organizations.

The rate of attendance and activities might show slight differences according to the countries, their level of awareness and interest on the subject, as well as the needs and composition of each study group. However the main idea, activities and methods are as shown in the timetable and above.

## Disclaimer

This manual has been crafted as an integral component of the Erasmus+ KA2 Lifeboat initiative, a collaborative effort among various participating partner organizations. The content herein is a collective contribution, pooling the expertise and insights of the collaborating entities involved in the Lifeboat project. It is crucial to underscore that the perspectives and recommendations contained in this text are solely reflective of the participating organizations and not indicative of the opinions held by the European Commission.