

Technical booklet

WELCOME

TRAINING COURSE
From 11th to 23rd of September 2024
Tarascon sur Ariège

For youth workers, facilitators, trainers and
anyone who is interested in welcoming migrants



Funded by
the European Union



Solafrika
SOLIDARITÉ • ACTION • FORMATION



This project, included in the Erasmus+ program, brought together 27 youth workers with origins from **Argentina, Brazil, France, Germany, Italy, Portugal, the Czech Republic, Romania, Ukraine and Hungary**, to discuss and exchange good practices in the field of welcoming migrants, asylum seekers and refugees.

From 11 to 23 September, in the quiet setting of Le Vallon d'Aïga, near Tarascon-sur-Ariège, the Welcome training course came to life, organized by the French Association Solafrika in collaboration with the Hermes Academy and other associations.

The training team was composed of Adel (they/them), Lu (they/them), Vesna (she/her) and Yann (he/him). The cultural and professional diversity of the participants enriched the course, encouraging an exchange of ideas and innovative methodologies.

This booklet was written by the participants of the training course with some help of Solafrika's team.

Hopefully, this booklet will inspire you and, who knows, maybe one day you will reuse and improve the activities described here.

Happy reading!

For further information, please contact asso.solafrika@gmail.com

Our European partners



Solaf' : the hosting organization

Solafrika is a non-profit organization based in Ariège (France) that is working on Erasmus+ projects since 2010. The aim of these activities is to create meetings between the European youth and youth workers in order to share, better understand each other and to create solidarity in an intercultural environment. We use several non-formal tools for our environmental, social and cultural projects.

The aims of the project

The main objectives of this training course are to **challenge stereotypes** about migrants and refugees, to better understand what's happening at our borders and what politics the EU has regarding people who want to come to the EU. We would like to foster the idea of **solidarity and respect** of human rights as the basis of what links us in the EU. This training course was dedicated to youth workers, people involved in non-profit organizations or citizens, to build knowledge and **share good practice on welcoming migrants and refugees in Europe** and to make sure their basic human rights are respected.

Intro of the project

by Lu



The days alternated between practical activities, theoretical reflections and moments of discussion.

Among the techniques used, particular emphasis was given to the **Theatre of Oppression**, a methodology developed by Augusto Boal, which allows exploring dynamics of power and oppression through improvisation and the staging of real-life situations. This tool has proven to be particularly effective in the context of reception, offering the possibility of identifying with the experiences lived by migrants, reflecting on the problems and injustices they face.



Another central method of the course is Digital Storytelling, which allows exploring new forms of narration through the use of digital technologies. This tool has proven useful for telling the stories of migrants and refugees, giving them voice and visibility in an engaging and innovative way.

In addition to the work sessions, the people involved in this mobility had the opportunity to immerse themselves in the natural context of the Pyrenees, finding inspiration in the serenity of the place to reflect on the connection between reception and the environment.



A strong sense of sharing and commitment was tangible in the group, which laid the foundations for new future initiatives and strengthens the international network of youth workers engaged in the field of hospitality.



The Welcome Training Course is part of a series of youth mobilities promoted in the south-west of France by the local association Solafrika of the 2024/2025 financial year.

Day 1+2 / Group dynamic

Welcome desk

At the welcome desk the participants were invited to share their first impressions of the venue and provide important information regarding special diet, picture legacy, medications and special needs they might have during the project.



Energizers

To start a good day a good energizer is needed. Ice breakers, energizers, team building games are a great way to create group dynamic, get to know each other and break barriers. The aim of these activities is to wake up and get ready to start the workshops in a good mood and positive attitude.

Round of names and pronouns

We all gathered in a circle and stated our name and preferred pronoun (she/her, he/him, they/them)

Name and adjective

We repeat our names and add an adjective that starts with the same letter as our name (youthful Yann, lucky Lu, vibrant Vesna,...)

Moving chair

One less chair compared to the number of people, the person who has no chair says something about them (ex: I like chocolate) and everyone who agrees with the sentence has to get up and change the chair. The person left without a chair continues with the game.



Game of consent

Another game for memorizing names; this time using a ball. A person who holds the ball calls out someone and asks: “(name), can I pass you the ball?”

The aim is to remind us of the power of consent and serves as an introduction to the system of domination.



Map yourself

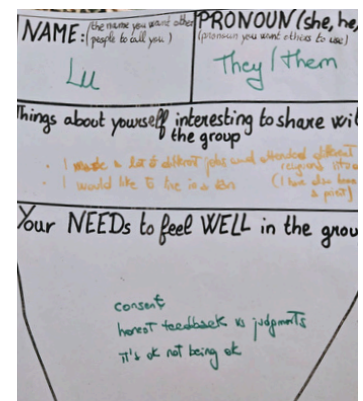
We imagine that the room is a big map and ask everyone to position themselves on this map according to:

- Place yourself in the area you were born (it's not a geographical quiz)
- Move/stay in the place where you live right now
- Move to the place where you would like to go



Some other games and energizers:

- Ninja
- 3 sided rope tag
- I love you, but I cannot smile (proposed by Julie)
- Group Chi-Fu-Mi
- Zip Zap
- and many more



Writing the blazon

After the first games of getting to know each other, we set down comfortably in our “chill out” area to write the blazons. Afterward we hanged them in a visible area and had them available until the end of the project. They provided fun facts about the participants and what they need to feel well in the group.

Post it game

We have 3 colored post-its
On each post-it, we were invited to write down the answer to the following questions:

- green post-it: A fun fact about yourself
- yellow post-it: The title of your favorite movie
- pink post-it: What or who is your biggest inspiration



The aim is to find the person you think wrote the answer to the question. You walk in the room and if you think the person you meet wrote the answer, you ask if you can stick the post-it on their back. If the person already has a post-it of that color, you can surround, or you can switch the post-it and search for the person you think the other post-it belongs to.

In the end of the game we all stood in a circle, and one by one, each person read out loud what they have in the post-it that people put on their back. All together we checked and revealed the authors of each post-it.



Reasons to migrate/Reason to stay

brainstorming personal reasons for migration and personal reason for staying where we are

Each participant takes a post-its and writes down

Yellow: 1 reason to migrate

Orange: 1 reason to stay

After everyone had a chance to finish their writing, the post-its are hanged on the wall. Each person is invited to read carefully the answers. Afterwards, a discussion on the reasons was held.

Take a step forward

By Lu

Trigger warning: domination and oppression

Each person was invited to pick one role card up and to read it for themselves. To create the story of the different characters, the participants were invited to close their eyes and to answer (in their mind) the following questions:

- How was your childhood? Where did you use to live? What was your parents' job? What kind of games did you play? What was your biggest dream as a child? Where do you live now? Do you have a job? How is your daily life? What do you do in the morning? In the afternoon? In the evening? Who are your friends? What do you do in your free time? What's your biggest dream now? What's your name? Repeat it in your mind five times.

Participants were invited to stand in a line, shoulder by shoulder. The facilitator read several statements. If the statement fits with the character, the person takes a step forward.

- You have never encountered any serious financial difficulty.
- You have decent housing with a telephone and television.
- You feel your language, religion and culture are respected in the society where you live.
- You feel that your opinion on social and political issues matters and your views are listened to.
- Other people consult you about different issues.
- You are not afraid of being stopped by the police.
- You know where to turn for advice and help if you need it.
- You have never felt discriminated against because of your origin.
- You have adequate social and medical protection for your needs.
- You can go away on holiday once a year.
- You can invite friends for dinner at home.
- You have an interesting life, and you are positive about your future.
- You feel you can study and follow the profession of your choice. You are not afraid of being harassed or attacked in the streets, or in the media.
- You can vote in national and local elections.

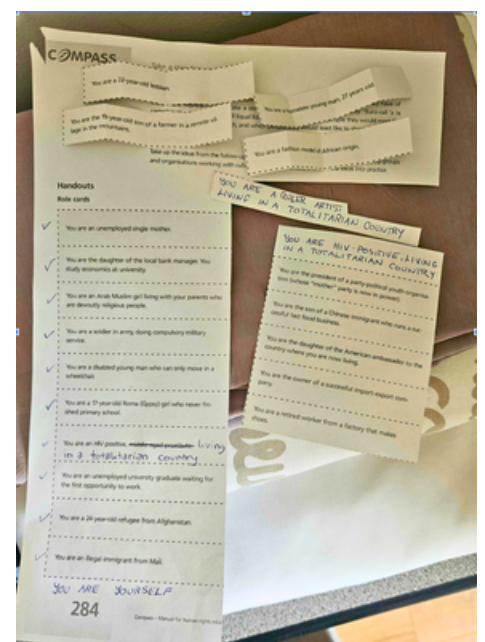
- You can celebrate the most important religious festivals with your relatives and close friends.
- You can participate in an international seminar abroad. You can cross the borders legally.
- You can go to the cinema or the theatre at least once a week.
- You are not afraid for the future of your children.
- You can buy new clothes at least once every three months.
- You can fall in love with the person of your choice.
- You feel that your competence is appreciated and respected in the society where you live.
- You can use and benefit from the Internet.
- You are not afraid of the consequences of climate change.
- You are free to use any site on the Internet without fear of censorship
- You are not afraid of consequences of climate change

Participants were invited to sit in a circle and share the stories, according to the structure as follows:

1. My name is...
 2. You tell the story you created.
 3. You end the story reading what is written on the paper.
- Ritual to go out from the character

Debriefing

- How did people feel stepping forward or not?
- For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were?
- Did anyone feel that there were moments when their basic human rights were being ignored?
- Can people guess each other's roles?
- How easy or difficult was it to play the different roles? How did they imagine what the person they were playing was like?
- Does the exercise mirror society in some way? How?
- Which human rights are at stake for each of the roles? Could anyone say that their human rights were not being respected or that they did not have access to them?
- What first steps could be taken to address the inequalities in society?



Collective life

On the second day of the training course, the facilitators presented the collective rules - those of the hosting venue as well as rules put in place for a better synergy of the group. There was a space reserved for co-creating certain rules and/or modifying the existing ones.

Afterward, the collective tasks were presented and explained. In the common area there was a spinning “tasks wheel”. Different teams were selected and were named by local animals or plants. Each team changes their task daily. Every task has a flyer, explaining what has to be done and how.



Daily tasks, such as collective meal preparation and cleaning, are a form of non-formal education - this informal time serves as a connecting and bonding process, where participants can mingle, learn about each other, try new roles that they were not used to before, and finally, to present parts of their personalities and backgrounds, that were not visible during the workshops.



With the help of collective tasks the group dynamic becomes stronger, the participants feel more at ease by freely expressing themselves, easier accept mistakes and acquire common goals.

Intercultural nights

By Dragos & Matias

During the course we have three different intercultural nights. In each night the teams had to cook traditional food from their country and present a bit of their culture.

The objective of the activity is that all of us can know better the places where our colleagues come from, enjoy good moments together and learn more about each others.

We had three different nights in which the participants were divided by their country to prepare the food and the activities.



The first night the German team integrated by Sophie and Kateryna and the Portuguese team integrated by Mariana, Sandra and Danielma cooked for us.

The Portuguese team welcomed us at the door, kissing each one of us as a tradition and form of respect. They welcomed us in, explained the tradition in Portugal (they never start eating without talking first).



They served us with a specific alcoholic drink made with ginjinha fruit (similar to wild cherries) and bread with some mix of garlic and oil. We then ate traditional bras (fried potatoes, garlic, olives and eggs). The German team, Katerina and Sophie, made potato pancakes. They made 2 types of pancakes, Ukrainian and German (because one of them was Ukrainian). The German potato pancakes were served with apple sauce and the Ukrainian ones with sour cream. They also served us with beer. After we finished eating, the Portuguese showed us traditional dances, and we all danced. Then the German team presented us their country and told us stories about it.



The second night, the French team integrated by Godson and the Italian team integrated by Silvana and Davide cooked for us. The French team made to us a typical recipe called Croque Monsieur and Godson explained to us the French flag and the ideas of liberte, egalite and fraternite. The Italian team cooked panzanella (a traditional toscan recipe) and a tiramisu as a desert. Then, they showed us the Italian flag and explained how Italy is divided.

The third and last night three teams cooked to us : the Hungarian team integrated by Janos, Balazs and Matias, the Romanian team integrated by Violeta, Georgia and Dragos and the Czech team integrated by Nikola, Julie and Martin. The Hungarian team prepared korozott (a traditional starter made with cottage cheese, sour cream, onions and paprika) and paprikas krumplici (onions, potatoes and paprika). The Romanian team cooked for us some traditional cake called « pandispan » and their most famous polenta called « mamaliga », made with corn flour . The Czech team surprised us with « bramboraky », it is potatoes, garlic, flour, eggs, marjoram all mixed into a flat cake.



After eating, the Romanians showed us traditional dances in pairs (brasoveanca) or all united into a circle (hora) . The Czech team also showed us a traditional dance (polka), as well as a dance in pairs.



After the intercultural nights we learned a lot about different cultures (foods, drinks, music, history, etc) and we finally could know more about each other. This helped us to enjoy more being together and sharing nice moments.

Word definitions

By Georgia & Martin

In the context of increasing global migration, the words we use to describe people's movements across borders hold significant power. This activity is born from the need to explore and clarify how terms such as "refugee", "migrant," and "asylum seeker", "internally displaced people", are not just definitions but are often laden with cultural, political, and emotional weight. Misunderstandings or misapplications of these terms can lead to negative stereotypes or confusion, which is why this exercise seeks to create awareness and foster understanding through language.

Detailed steps of the workshop

1. Divide the participants into groups of 4-5 people.
2. Each group is provided with a set of terms from the migration lexicon (e.g., refugee, migrant, asylum seeker, internally displaced people).
3. Over a period of 10 minutes, the groups discussed and created their own definitions for each term, drawing on their knowledge and perceptions.
4. Once the time is up, each group presented their definitions, comparing them with the other groups and discussed how they align or differ from the official definitions.

Objectives

The primary goal was to enhance participants' understanding of the language surrounding migration. Through this activity, participants will develop critical thinking, learn to use language more accurately, and engage in meaningful dialogue. The activity promotes cooperation, empathy, and responsible communication within discussions on migration, helping to build an informed and thoughtful community.



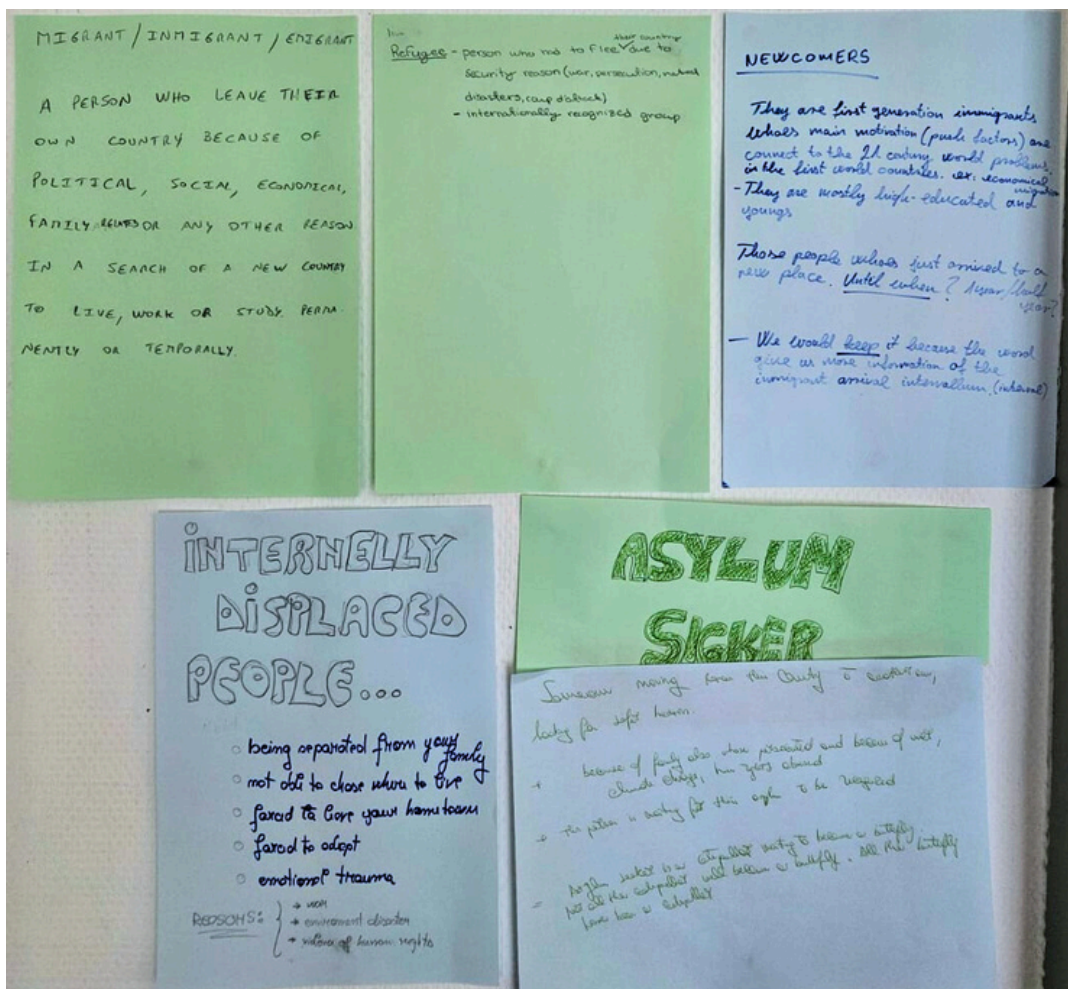
The workshop aimed to explore and clarify the often complex and nuanced language associated with global migration. Participants engaged in defining key migration-related terms such as "refugee," "migrant," "asylum seeker," and "internally displaced people."

Impact of Language: Participants recognized that migration terms carry significant cultural, political, and emotional meanings, and misuse can reinforce negative stereotypes.

Varied Perspectives: Group definitions reflected diverse legal, emotional, and humanitarian views, demonstrating how personal and societal factors shape migration understanding.

Alignment with Official Terms: Comparing group definitions to official ones revealed both similarities and gaps, empathizing the need for precise language in discussions and policymaking.

Building Empathy and Collaboration: The activity encouraged participants to empathize with migrants and fostered collaborative, thoughtful communication.



Theater of the oppressed

By Davide & Kateryna

Developed by Augusto Boal, the theater of the oppressed is a form of a participatory theater where actors and audience work together to challenge and rethink power structures of society.

Prophetic activities:

Lead: in pairs, one person have to lead the other one by moving their hand, the other one have to follow the hand with their eyes and with all the body.

But & and: in pairs, starting from a sentence the other person have to answer with “yes but” and a reason why is not possible After they do the same thing but saying “yes and”.

Sound machine: warm-up acting exercise where each participant joined the imaginary machine by creating both a sound and a movement. One by one we created such machines as beach, cinema, wedding etc. This activity showed us the importance of collaborative action and demonstrated how different elements, when combined without verbal communication, can create something larger than themselves.



The first theater of the oppressed performance

In the 1st main activity, we were divided into two groups and got a task to create a short static scene that explored oppression in everyday life choosing any topic we would like to present. Each scene included defined roles: an oppressed person, their supporter, one or two oppressors, and neutral individuals.



The aim was to depict a situation where one individual faced oppression, while others either contributed to or ignored the situation. The static scene was shown to the other group who had to actively participate in shaping the action. They were encouraged to suggest alternative ways neutral individuals could act to change the dynamic and get new outcomes of the scene. After that participants who performed were asked to reflect on their roles and the development of the scene by the audience.



The second theater of the oppressed performance

In the 2d main activity, the aim remained the same but the task this time was to perform dynamically a short 5-minutes scene of oppression. Groups had few sessions on brainstorming the ideas of the performance, creating a scenario and practicing the final outcome. Live performance was followed by the action from the audience who could change the storyline of different scenes by stepping in any of the neutral role in the performance.



Outcomes of the performances

Participants practiced recognizing oppressive behaviors and most importantly finding the ways to resist them. That also demonstrated the importance of right time action in real life to stop oppressors. The participant noted that even a small intervention could have a big influence on the oppressed situation.

As a result this activity helped participants realize that theater can be a rehearsal for real-life action, a place where we can explore possibilities and prepare for effective interventions in oppressive situations.



About borders

By Godson

Objectives: We talked about borders and migration and our relationship to it. Another point of discussion was the negative part of migration and border security, and how we can better welcome migrants in our countries.

Detailed steps of the workshop:

Firstly, we position ourselves in a line from how far from a border we live and everyone explain it to the rest of the group.

We were then asked to draw individually how we see borders or things that come to our mind when we think about borders. Afterward, we share our drawing and perceptive with the rest of the group.

The last part was a list of questions and discussion on European migration laws and politics to learn few facts about it but mainly to see our stereotypes compare to the realities of migration in Europe. Questions were for example about :

- The process in which they are coming to stay in the detention center
- Talk about the biggest European office of borders-**Frontex**
- Details about minors that arrive in our borders and how long they can be detained in the centers

The number of arrival of migration that was received in 2023/24



Debriefing: with the group we had different points of view - in the way EU borders abuse the rights of migrants, how the EU better protects the borders, and to implement the respect of human rights.

Digital storytelling

By Nikola

Digital storytelling is a narration of a tale through digital media. In our case it was mostly personal, but it can also be used to convey historical events. It isn't about just speaking, but it engages other means of communication – visuals, music, voice, text.

First encounter with storytelling was a journey to get to know ourselves

Dixit cards, 5 mins

- picking up a card that we feel is the most relatable and explain why we chose it
- material: cards with drawing or objects can be used

Objects, photos, 30 mins

- put our personal objects in one box, trying to make a story about someone using the objects of participants and then each participant tells a real story of an object
- backstory of the photo, 'what kind of child were you?'

Drawing, 15 mins

- draw the person sitting opposite of you and write three things that come to our mind when we think of the person, this drawing can be used as a gift for the person
- then we discover what's our strongest and the most fragile point, and we draw it (flower - fragile, mountain - strong, river - communication, stones - obstacles, fish - overcoming obstacles)

Pillars, 5 mins

- writing three pillars of our life, abstract or concrete, what is forming us
- materials: piece of paper



Human library

- sharing a story with others participants
- people decide who would like to take a part and share
- they make their own book cover, imagine the name and then present it lightly to the group
- they pick a safe space where the participants can all go and have approximately 10 minutes to share their story (connected with the topic)
- everyone listens, and then they have 5 minutes to ask questions, the book (person) can decide if they want to answer or not and then they decide if the book stays open
- this can help people to understand each other more, to see how people overcome hard parts of their lives and after people can make discussion and deepen their relationship



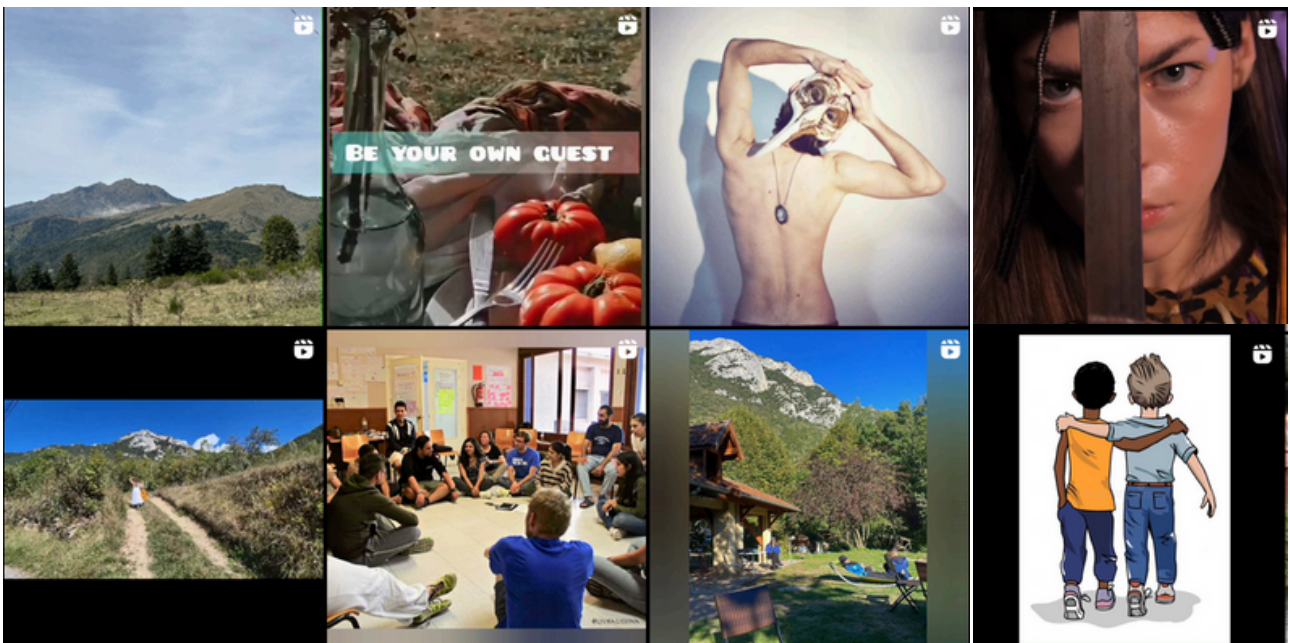
Video preparation

To get an idea for a video, we made a circle, all participants closed their eyes and we had a guided meditation. One person was telling us what to imagine → a safe space, home, we went out for an adventure outside our home, we had to face obstacles, and finally we arrived to the destination.

After this exercise we wrote down whatever came to our mind - something personal, that we could use as an inspiration for our video montage.

The video itself

- we write a script - about us or about someone which would be about 1–2 minutes long
- we record our script as an audio
- we gather all the media to use it as a digital foundation (photos, videos, drawings)
- we edit the video
- we can show it to each other



All the videos with the participant's permission are available on our YouTube channel, Instagram and Facebook page

All the activities can be used outside the context of the digital storytelling to get to know each other and ourselves better. The group appreciated the openness of each person who participated in the human library.

CADA

Centers d'Accueil de Demandeurs d'Asile (CADA) provide shelter for people who have applied for asylum in France. While their application for refugee status is being examined, asylum seekers can benefit from accommodation, administrative support to help with the asylum application procedure, and social support including access to medical care, schooling for children and financial assistance with food requirements.

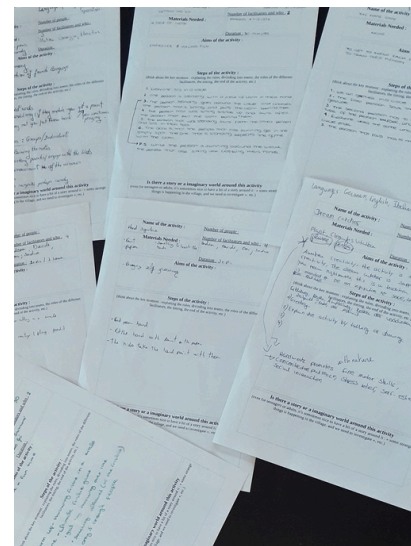
At the time, 105 people, including 22 families and 53 children from war-torn countries such as Kosovo, Congo, Rwanda, Sri Lanka and Georgia, took refuge in this CADA center.

Preparation of the activities By Julie & Silvana

The participants were divided into 7 different groups. Each group was in charge to prepare a workshop with the habitants of CADA. Each group also needed to make a full list of materials used for their workshop.

Materials:

- Frisbee
 - Frisbee
- Dream catchers
 - Branches of Clematis Vitalba peeled, modeled with hands and tied to make a ring.(if not available, any other material that can be flexible or available ready rings diameter 20 cm min)
 - Colorful string and wool
 - Beads, decorations
- Drawing/painting
 - Paints
 - Pencils
 - Paper
- Pexeso (find the matching pictures)
 - Pairs of same card
- Getting to sit
 - Piece of cloth



Day at CADA

In the early morning we did some final preparation of the activities before going to the asylum seeker center of CADA.



On the way we stopped by the cave of Le Mas d'Azil for a picnic. Soon after we drove toward Carla Bayle, where CADA is located.

After arriving, we were greeted by the employees. Clemence, the manager of CADA, gave us a presentation of the place and talked about the structure and the lives of the asylum seekers.



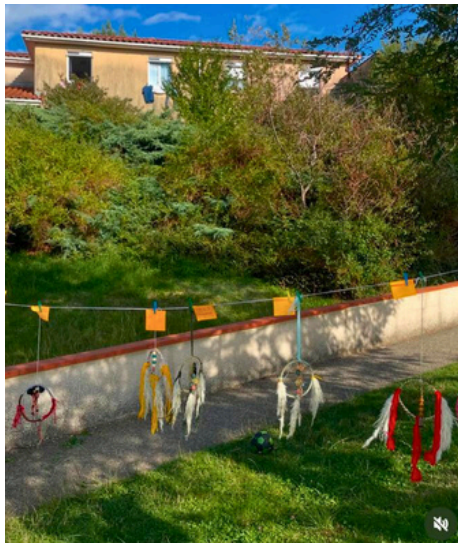
The activities

The **Frisbee** activity, prepared by Julie and Janos, attracted several inhabitants to participate. The aim was to have fun and to connect through Frisbee throwing game.

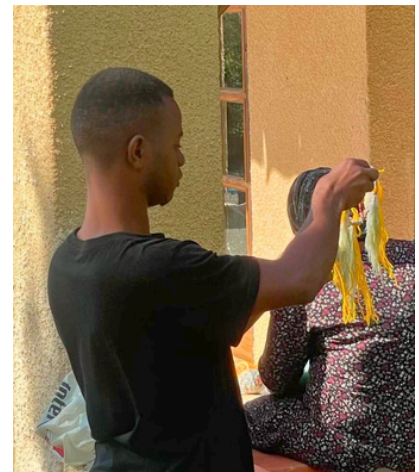
The **Name Game**, prepared by Nikola and Mariana, was dedicated to children and youngsters. The aim was to create a joyful environment to get to know each other and to train the memory. The participants of this activity gathered in a circle. The first person said their name and made a gesture.

The second person had to repeat the name and gesture and added theirs. Each participant did the same until the circle was finished. If someone failed, they were excluded from the circle and the game.

Memo test, prepared by Georgia, Martin and Matias, was also aimed for the children. The trio prepared their own memory cards with flags and objects.



The **Dream Catcher** activity, that promotes fine motor skills, concentration, patience, building self-esteem and promoting social interaction, was prepared by Silvana and Sophie.



The next activity, that was designed for children and was organized by Dragos and Violeta, was **Getting the sit**. The main purpose of it was to energize the body and to have fun. All the participants were set in a circle, except one, that was standing and holding a piece of cloth. The person standing went around the circle and chose one person, behind who they put the cloth. The person that was standing started to run around the circle and the person with the cloth then had to run to catch them. The first person had to be fast enough to sit in the now empty space. The person left standing repeated the game.

The last two activities, **Hand Signature** and **Colors and Dreams** were focused toward the children.

Prepared by Godson, Davide, Dani and Sandra, the “creative corner for children” attracted many little ones. The children could paint with their hands or brushes and could let their imagination go wild. The goal was recognizing self-growth (painting with hands), expressing their dreams while giving space to draw something from their country of origin - flag, food, nature,...



At the end of the afternoon we all shared some snacks and refreshments. This was a great opportunity for further interaction between us.

And to continue with the fun and non-formal interaction, we had a football tournament.

We ended our visit under a tree with a feedback circle amongst ourselves. Here each of the participants could express, how they felt with the asylum seekers, the obstacles and emotions present during their activities proposed, as well as their general impression.



Migration Journey With Tako

By Dani and Mari

Duration: 2 hours

This activity comes in a context of sharing knowledge and experiences regarding migrants and refugees. For this activity we had Tako coming to share a bit of her work and life experience as she works with migrant youngsters and is a child of a migrant family.

Tako was born in France, raised in Paris and has origins in Mauritania. She works in Cisell, an organization that works similarly to Child protection services, through the fostering and accompaniment of unaccompanied minors. In France, all minors that are unaccompanied must be taken as a responsibility from the French state, regardless of their nationality.

At this moment the mission of the organization - Cisell - has been changing, with the rise of the arrivals of migrants to France, especially due to the fact that most are still minors. Cisell has been fostering 97% of the youngsters that come unaccompanied to France. At the moment Cisell only fosters 3 or 4 French minors, the rest being unaccompanied minors from other countries that have come to France. In Cisell, they foster minors between 14 and 17 years old and most of them come from Africa. In a general way, most unaccompanied minors are boys, since they have a higher chance of completing the journey to the destination.

Regarding the journey itself, most of them come due to poverty reasons in their home country. Most of them are chosen between families in a village to start a dangerous journey in order to look for a job that allows them to send money to their family. This puts a lot of pressure on the minors, making it their priority to start working as soon as they can, to not feel like a burden to their family and being able to pay the debt of their journey.

In France the system believes in prioritizing education, and so, it's mandatory for them to study until they are 18 years old. This means they can't work when they get to France, what makes most of them feel really frustrated.

In order to make it easier in terms of reacting to this cultural difference, Cisell helps the youngsters to get internships and training courses that allow them to receive a little amount of money while they are still studying.

Regarding the process when they come to France, they first go to the police and present themselves as unaccompanied minors. After this a control is done to check if they are telling the truth regarding their age or not. At first this control was a physical exam to the bone. Now this exam has been forbidden because the results have a range of 5 years, which means that a minor could be mistaken as someone over 18 years old. To make sure this doesn't happen, the control is now made through a series of questions that aim to confirm if the person is telling the truth about their age or not. If the answers start to be incoherent they assume the person is lying regarding their age. In this case, they will not be provided support by the social child protection services of France.

Regarding Tako's work, she is in charge of teaching the French language to these youngsters that come. But it's not only about teaching the language, it's also about guiding them through a new culture and explaining them certain things so that they can integrate themselves better. At the same time this bridge of knowledge is also used for the workers that are accompanying this youngsters. Tako helps them understand certain attitudes so that they won't read them in the wrong way.



This activity helped us understand what it is like to accompany unaccompanied minors and the process they pass in order to have access to these services. It also made us have an inside vision of the journey they take and the reason why they do so.

Day with CISELL

By Silvana and Violeta

The activity was formed from 3 activities in different days so that the participants can go deeper in the subject of migration. The visit of the youngsters from CISELL had a day dedicated to it, where the participants in the projects had the opportunity to interact with them. The activity was born from the wish of creating a context in which the Erasmus + participants can meet and learn about the minors immigrants situation.



Objectives of the activity:

The aim of the activity was to promote social integration by facilitating interaction between young immigrant minors and local participants, creating an inclusive environment where everyone feels welcomed and valued. Another key objective was to foster intercultural exchange by encouraging cultural exchange and mutual understanding through collaborative activities like playing games, cooking, and crafting. Additionally, the activity aimed to enhance communication and collaboration skills by developing teamwork and overcoming language barriers through shared experiences. Raising awareness about the challenges faced by immigrant minors was also an important goal, achieved through discussions with the CISELL representative to provide a deeper understanding of their difficulties and foster empathy and awareness. Lastly, we aimed to provide a positive and energetic environment for the minors, creating a safe and fun space where they could enjoy themselves and experience a sense of normality despite their challenges. These objectives combined aimed to promote solidarity, empathy, and inclusiveness among all participants.

Material

The materials needed for the activities include Dixit cards for the storytelling game, memory game cards for the memory activity, and a football along with cones for playing football or other ball-related games. For the pizza-making activity, ingredients such as dough, tomato sauce, cheese, and various toppings like vegetables are necessary. Art supplies are required for the Dream Catcher activity, including yarn, wooden hoops, beads, feathers, glue, and scissors. Additionally, musical instruments are needed for the singing activity. These materials are necessary to ensure that the activities are engaging and enjoyable for everyone involved.



Detailed steps of the workshop

The workshop begins with preparation and setup, where all activity stations are organized, and materials are prepared, such as game cards, football, pizza ingredients, and art supplies for the Dream Catcher activity. Tables and chairs are arranged for comfortable gathering, and musical instruments or a karaoke setup are made ready.

The day before the minors arrive, a visit with a representative from CISELL takes place. During this visit, participants learn about the challenges faced by immigrant minors, gaining insight into their experiences and the importance of empathy and support.





On the day of the workshop, participants are welcomed and given an overview of the day's activities, along with a brief explanation of the workshop's purpose, emphasizing intercultural exchange and social integration. Participants are assigned to small teams to encourage interaction with the immigrant minors, and guidelines for maintaining a safe and respectful environment are shared. Participants and minors engage in various activities across different stations. Some teams play Dixit, creating stories from images on cards, while others enjoy a memory game, fostering friendly competition.



A separate group plays football outside, promoting teamwork and physical activity. Simultaneously, participants and minors collaborate to prepare pizzas, allowing them to bond over food and experience the joy of cooking together.



While waiting for the pizzas to bake, participants and minors can transition to the crafting activity, where they are provided with materials to create Dream Catchers. The cultural significance of Dream Catchers is explained, and everyone is guided through the crafting process, encouraging creativity and interaction.



As the day concludes, participants and minors are thanked for their involvement. Final thoughts are shared, and minors are invited to provide feedback if comfortable. The workshop wraps up with a group photo and encouraging words, with Dream Catchers and other crafts given as keepsakes.

Lastly, a post-workshop reflection session is held for participants. They share their thoughts and feelings about the experience, focusing on the lessons learned from interacting with the minors. The workshop ends on a positive note, highlighting the importance of promoting empathy and social inclusion through such experiences.



Participants impression

For me personally, it was the first Erasmus+ and thanks to the Solafrika organization (and the wonderful organizers – Adèl, Vesna, Lu and Yann), great people and activities, I would love to go back. Not only did it give me an incredible amount of useful information and the desire to continue researching in the field of migration, to be more interested in people's stories and to actively try to help, but it also gave me from people, participants, a lot of valuable motivation, inspiration and finally beautiful memories, which I will keep inside me.

Nikola

I really had the time of my life there. I felt such deep love, true happiness, and friendship. I'm so grateful for the lifelong friendships I made—people like you, who make everything feel so warm and real. Thank you so, so much for all the work you do and for everything you shared with me.

Georgia

The whole project was unforgettable, and it was the best first time experience/Erasmus in my life, undoubtedly. I miss it honestly. I miss you all, the activities, the times spent together, everything. I won't forget.

Martin

“ **georgia.moscalu** FR-785 is a project I hold dear, a profound exploration of migration and its deep impact on individuals and society. This work seeks to highlight the significance of migration not just as a physical movement, but as a powerful force shaping identities, cultures, and the way we connect with one another. Understanding migration allows us to appreciate the richness it brings to our communities and the shared experiences that unite us.

The PEOPLE I've encountered along the way are nothing short of extraordinary—each with their unique spirit and resilience. They have touched my soul in ways words can barely convey. I am profoundly grateful for them, for their courage, and for the beauty they bring into the world. My love for them, and for all who walk this path, knows no bounds.... Words can't express my gratitude, @geyc. Thank you for allowing me to be part of this transformative journey. This experience has profoundly impacted me, and I will carry it with me forever. Your support means the world to me. #geyc #migration #love #MobilityEU

”

The Welcome training course demonstrated once again the importance of initiatives such as Erasmus+, which foster intercultural exchange and promote social inclusion. Participants left Occitanie enriched with new skills, ready to transfer what they learned to their work and personal contexts.

This experience was not only an opportunity for professional growth, but also a testimony of how non-formal education can transform lives, both for those who teach and for those who participate.

Lu

SPECIAL THANKS TO

The participants



The facilitators



Yann
Adèle
Vesna
Lu

