



INNOVATIVE TRAINING

CREATIVE PATHWAYS: NAVIGATING A NEW REALITY

Project No: 2024-2-PL01-KA210-ADU-
000279674

**Empowering Voices: Ukrainian
Refugees and Social Co-creation**



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INTRODUCTION

The Russia-Ukraine war has triggered the largest humanitarian crisis in Europe since World War II. Millions of Ukrainians—mostly women and children—have found refuge in Poland, Germany, Czechia, and other EU countries. While their basic needs such as housing and food are often met, deeper challenges remain: childcare responsibilities, family separation, risk of exploitation, and, most significantly, the **“waiting dilemma”**—a state of uncertainty in which many refugees postpone full integration, hoping to return home soon.

This hesitation affects access to education, employment opportunities, and engagement with local communities. At the same time, disinformation campaigns targeting Ukrainian refugees create tension and increase the risk of societal division in host countries.

To address these challenges, we developed a training program aimed at equipping Ukrainian refugees with essential skills for integration, self-realization, and active participation in their new communities.

The program is designed not only to support adaptation but also to help refugees unlock their potential as engaged members of society.

This comprehensive training program combines theoretical knowledge with practical tools and consists of four interconnected modules:

Dialogue – Building effective, empathetic communication while respecting personal and cultural boundaries.

Creativity – Developing flexible thinking and problem-solving skills to adapt to uncertainty.

Co-creation – Encouraging collaborative engagement, shared initiatives, and exchange of ideas.

Interaction – Promoting intercultural exchange, trust-building, and inclusive environments.

Participants will gain practical tools to integrate with confidence, actively contribute to their communities, and create spaces that value diversity and cooperation.

MODULE 1

DIALOGUE: INTERCULTURAL COMMUNICATION AND LEADERSHIP SKILLS TO ADVOCATE FOR INTEGRATION

Content

Introduction to the Module

Topic 1. Effective communication: how to build dialogue while respecting your own boundaries and those of others

Topic 2. Foundations of empathetic dialogue: “I-messages”, acceptance of differences, tolerance in communication

Topic 3. Language barriers and how to overcome them. Non-verbal communication as a tool

Topic 4. Leadership through communication: taking responsibility for shared space

References

Introduction

As the world embraces greater diversity, the integration of Ukrainian individuals into new communities has become increasingly vital. This module is designed to empower participants with the necessary skills for effective intercultural communication and leadership. By fostering meaningful dialogue, we aim to create an environment that respects personal boundaries and celebrates cultural differences. Through exploring the principles of effective communication and empathetic dialogue, participants will learn to advocate for inclusivity and understanding within their communities. By the end of this module, participants will be equipped to build bridges, promote integration, and facilitate constructive interactions that enhance the cohesion and mutual respect between Ukrainians and their new environments.

Topic 1. Effective communication: how to build dialogue while respecting your own boundaries and those of others

Effective communication is the foundation of successful integration in a new cultural environment. It is not just about speaking the same language—it is about building mutual understanding, trust, and respectful relationships, even when differences exist.

When communicating in intercultural contexts, especially after forced migration, it is essential to:

1. Know and Respect Your Own Boundaries

Your experiences, emotions, and needs matter. Being in a new environment does not mean you must sacrifice your identity or agree with everything around you. Learn to say “no” kindly but firmly. Recognize what feels safe, comfortable, or acceptable to you—and communicate that clearly.

2. Respect the Boundaries of Others

Just as your boundaries deserve respect, so do those of others. This includes differences in communication styles, personal space, religious beliefs, or emotional expression. What is normal or polite in one culture may be unusual in another. Approach each interaction with curiosity, not judgment.

3. Practice Active Listening

Listening is more than just hearing words. It means paying attention, withholding judgment, and making space for others to speak. Reflecting back what you hear and asking clarifying questions are powerful ways to show you care and understand.



4. Use Clear and Simple Language

Especially in multicultural settings, avoid idioms, jargon, or overly complex vocabulary. Speak clearly and at a steady pace, and make sure your body language matches your words.

5. Be Aware of Nonverbal Cues

Body language, eye contact, tone of voice, and gestures vary across cultures. Be mindful of your own nonverbal signals and try to learn how others express themselves nonverbally.

Through respectful and mindful communication, you can create safe spaces for connection, reduce misunderstandings, and build bridges across cultures.



EXERCISE

Personal Boundaries Role Play

Objective:

To help participants recognize and express their own boundaries while learning to respect the boundaries of others.

Time: 30–40 minutes

Instructions:

1. Divide participants into pairs.
2. Each pair receives a set of short role-play scenarios (e.g., someone asking you for help when you're overwhelmed, being invited to an event you're uncomfortable attending, being asked personal questions that feel intrusive).
3. Role-play in two rounds:
 - Round 1: One participant plays the "requester," and the other practices expressing their boundaries assertively but respectfully.
 - Round 2: Switch roles.
5. After each round, the pair reflects:
 - How did it feel to express or receive a boundary?
 - What made it easier or harder?
 - Was the language clear and respectful?
6. Group debrief: Discuss what strategies were helpful, what challenges came up, and how these lessons can be applied in real intercultural interactions.

Variation: Add a cultural twist—include scenarios where different cultural norms about time, personal space, or hierarchy might play a role.



Topic 2: Foundations of Empathetic Dialogue – “I-Messages”, Acceptance of Differences, and Tolerance in Communication

Empathetic dialogue goes beyond simply exchanging information—it creates deeper understanding, emotional connection, and inclusive communities. In the context of integration, empathetic dialogue is a powerful leadership tool.

1. The Power of “I-Messages”

“I-messages” are a technique used to express your thoughts and feelings without blaming or accusing others. This helps to reduce defensiveness and open the door to dialogue.

Instead of:

“You’re always ignoring me.”

Say:

“I feel hurt when I don’t get a reply—I value communication and connection.”

Structure of an “I-message”:

- I feel (emotion)
- when (situation)
- because (reason or need)

This simple formula helps you take responsibility for your feelings while creating space for respectful exchange.

2. Acceptance of Differences

Cultural, social, and personal differences are natural—and valuable. Integration does not mean becoming the same; it means learning how to live and work together in diversity.

To foster acceptance:

- Acknowledge that differences exist.
- Avoid assumptions or stereotypes.
- Ask open-ended questions to understand others’ perspectives.
- Focus on shared values rather than divisions.

3. Tolerance in Communication

Tolerance is not about passive acceptance—it is about active patience, empathy, and willingness to engage with others despite disagreements or discomfort.

In practice, this means:

- Managing strong emotions during dialogue.
- Avoiding aggressive language or behavior.
- Being open to feedback.
- Recognizing when to take a break or pause a conversation for reflection.

Empathetic dialogue builds resilience, strengthens communities, and allows diverse individuals to work together toward shared goals—even in the face of challenges.

EXERCISE

I-Message Transformation

Objective: to practice using “I-messages” to communicate emotions and needs in a non-confrontational way.

Time: 25–30 minutes

Instructions:

Give each participant or small group a worksheet with several examples of emotionally charged or blaming statements, such as:

- “You never listen to me!”
- “You made me feel stupid.”
- “You don’t care about our culture.”

Task: Transform each into a respectful “I-message” using the structure:

I feel ___ when ___ because ___.

Example transformation:

“You never listen to me!” →

“I feel frustrated when I’m interrupted because I want to share my thoughts.”

Practice in pairs: Have participants read their I-messages to each other and role-play a short dialogue where the listener responds empathetically (e.g., “I hear that this is important to you. Can you tell me more?”).

Group discussion: Reflect on how the tone of the message changed, how it impacted the listener, and how this tool can help in difficult conversations.

Optional: Invite volunteers to role-play in front of the group for collective feedback.

Topic 3. Language barriers and how to overcome them. Non-verbal communication as a tool

When people don't share a common language, communication can seem impossible. However, non-verbal communication—such as facial expressions, gestures, posture, and tone of voice—can bridge the gap and help people understand each other without words.

These cues often carry universal meanings. For example, a smile can show friendliness, a nod can signal agreement, and pointing can direct attention. Body language can also express emotions like confusion, frustration, or excitement. Even simple actions, like miming drinking to indicate thirst, can clearly convey a message.

While some gestures vary across cultures, many are widely understood and can be used to build connection, ask for help, or give instructions. By being observant, expressive, and respectful, non-verbal communication becomes a powerful tool to navigate situations where words fail.

In short, when language is a barrier, your body can speak for you.

Lesson Plan:

Objective: By the end of this session, participants will understand how to use non-verbal communication to effectively convey meaning when language is a barrier.

Duration: 15 minutes

Materials Needed:

- Whiteboard or flip chart
- Timer
- Space to move around (or camera space if online)

Minute 0–2: Introduction (2 min)

Say:

"Imagine you're in a country where you don't speak the language at all. How do you get directions, order food, or express a need? Today, we're going to learn how non-verbal communication can help you bridge that gap."

**Key Concept:**

Non-verbal communication includes gestures, facial expressions, posture, and tone of voice. It can make up over 60% of communication.

Minute 3–6: Demonstration Activity (3 min)**Activity: Charades Challenge**

- Select 1 volunteer.
- Secretly give them a task to act out (e.g., “I’m hungry”, “Where is the bathroom?”, “I’m lost”, “Stop!”).
- The group guesses what they’re trying to communicate—no words allowed.
- Repeat with 1-2 more volunteers.

Debrief:

“What helped you understand them? What made it difficult?”

Minute 7–10: Mini-Lecture + Visual Examples (3 min)

Use visuals or your own body to demonstrate:

- ✓ Universal gestures: waving, nodding, pointing, shrugging
- ✓ Facial expressions: smile (friendly), frown (confused), raised eyebrows (question)
- ✗ Cultural variations: thumbs up (positive in US, offensive in some countries)

Tip: Slow, deliberate movements help others understand. Exaggeration is sometimes your friend.

Minute 11–13: Partner Activity (2–3 min)**Pairs Practice:**

- In pairs, one person pretends they don’t speak the same language as the other.
- The “speaker” tries to communicate a message non-verbally, e.g.:
 - “I’m thirsty”
 - “Where’s the train?”
 - “Can you help me?”

Then swap roles.

Minute 14–15: Wrap-Up & Takeaways (1–2 min)**Ask:**

- “What was most effective?”
- “How can you use this when traveling, or meeting someone who doesn’t speak your language?”

Key Takeaways:

- Be expressive but respectful.
- Watch for cultural differences in gestures.
- Patience and empathy are as important as clarity.

Topic 4. Leadership through communication: taking responsibility for shared space

Goal:

To develop refugees' skills to actively participate in community life, effectively communicate in volunteer and civic initiatives, and take responsibility for shared spaces and collaborative projects through leadership in communication. To enhance participants' intercultural communication and leadership skills for effective participation in integration processes. Special focus is placed on developing leadership through communication and taking responsibility for shared spaces (public, professional, social).

Exercise Structure (3 hours):

1. Introduction (20 minutes)

- Welcome and introductions.
- Setting expectations for the training.
- Ice-breaker: "How do I show initiative in an unfamiliar environment?"

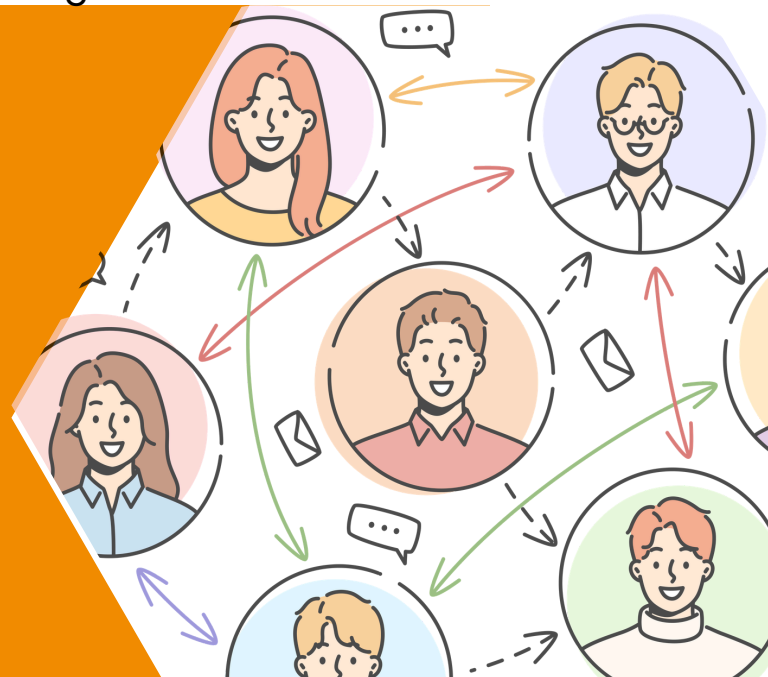
2. Mini-Lecture: Leadership through Communication (30 minutes)

Key Concepts:

- Definition of leadership: authority through influence, not power.
- Communication as a tool of leadership.
- Responsibility for shared space: what it is and how to build it.
- Inclusive leadership: respecting different perspectives, cultures, and experiences.

Discussion Questions:

- Do you have to be in a formal position of power to be a leader?
- How can I influence my environment through communication?



3. Group Work: Situational Case Studies (45 minutes)

Task:

Participants divide into small groups (4–5 people). Each group receives a case study – an example of intercultural interaction where leadership through communication is required.

Sample Cases:

- You are a new volunteer in a German organization. Some team members speak only German, even though everyone understands English. How can you initiate dialogue?
- In a public space, one group is dominating or excluding another. How can you intervene as a responsible participant?
- An organization is planning an event but overlooks the cultural needs of Ukrainian participants. How can you address this constructively?

Group presentations of solutions (10 minutes per group)

4. Interactive Activity: Influence Map (30 minutes)

Task:

Each participant receives a template called “Influence Map,” where they fill in:

- Spaces where I am active (work, community, school, hobbies, etc.)
- How can I demonstrate leadership in these spaces?
- What communication channels can I use?
- What is my responsibility in these spaces?

After filling it in – pair exchange and discussion.



5. Closing (25 minutes)

- Reflection: "What did I learn about myself as a leader today?"
- Collecting feedback (anonymously or openly).
- Self-development resources:
 - o Books / podcasts / local initiatives
 - o Programs for women leaders in Germany

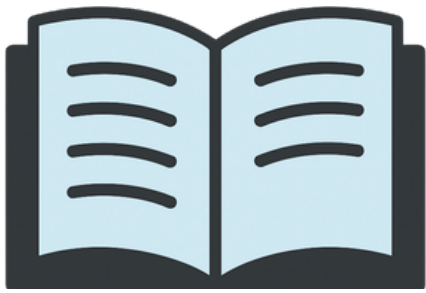
Materials:

- Flipcharts / markers / sticky notes
- Printed case studies and "Influence Map" templates
- PowerPoint presentation (optional)
- Feedback forms

✦ Outcomes:

- Participants will understand how communication can be used to positively influence their environment.
- They will gain practical tools for demonstrating leadership.
- They will develop an understanding of shared space as an area of collective responsibility.





REFERENCES

1. Effective Communication Skills: “I” Messages and Beyond

Source: Utah State University Extension <https://extension.usu.edu/relationships/>

Description: This article explains how “I-messages” can reduce conflict, foster personal responsibility in communication, and help express emotions constructively. Great for understanding how to replace blame with self-awareness.

2. Top Ten Tips for Effective Cross-Cultural Communication

Source: Chrysos HR <https://www.chrysos.org.uk/blog/top-ten-tips-for-effective-cross-cultural-communication>

Description: Offers practical guidance for interacting across cultures—how to avoid misunderstandings, adjust your tone and body language, and approach differences with curiosity.

3. I-Statements and You-Statements

Source: Beyond Intractability (University of Colorado)

<https://www.beyondintractability.org/essay/i-statements>

Description: Provides a clear breakdown of how and why “I-statements” are more effective than accusatory language, particularly in conflict situations. Includes multiple examples.

4. Cross-Cultural Connections: Understanding Boundaries in Diverse Relationships

Source: Ascension Counseling

<https://ascensioncounseling.com/blog/cross-cultural-communication-boundaries>

Description: Explores how to navigate personal and cultural boundaries in diverse environments. Focuses on healthy assertiveness, respect, and cultural awareness.

5. Using Empathy in Communication

Source: Physiopedia https://www.physiopeia.com/Using_Empathy_in_Communication

https://www.physiopeia.com/Using_Empathy_in_Communication

Description: This resource outlines how empathy can deepen communication, especially in professional and intercultural contexts. Offers strategies for reflective listening and emotional attunement.

6. Northouse, P. G. (2018). *Leadership: Theory and Practice*.

7. Rosenberg, M. (2003). *Nonviolent Communication: A Language of Life*.

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MODULE 2

CREATIVITY: USING CREATIVITY TO SOLVE PROBLEMS AND INTEGRATE PROFESSIONALLY AND SOCIALLY

Content

Introduction to the Module

Topic 1. Understanding creativity in everyday life (not only in art)

Topic 2. Methods for developing creative thinking

Topic 3. Using creative thinking to generate ideas for personal and professional integration

References

Introduction

In this module, we explore creativity not as an artistic talent, but as a practical life skill. Being a refugee is not only about loss – it is also a profound transformation. To adapt to a new reality, it is essential to see new possibilities, think flexibly, and make non-standard decisions. This is exactly what creativity teaches us.

The aim of the module:

- To help participants recognize creativity as an everyday skill that is already part of their lives.
- To provide simple methods for developing creative thinking.
- To teach participants how to apply creative thinking to solve personal and professional challenges in a new environment.
- To activate inner resources in order to feel more confident and in control of one's own life.
- To support the formation of an active integration mindset: not only adapting, but also co-creating meaningful interactions.

Expected learning outcomes:

After completing the module, participants will:

- Recognize creativity in their own everyday experiences and see it as an internal resource.
- Master at least 2–3 methods for developing creative thinking and be able to apply them in practice.
- Generate ideas for their personal integration into society using a creative approach to job searching, learning, and building social connections.
- Increase cognitive flexibility, which will help them better adapt to change and make decisions in uncertain conditions.
- Strengthen confidence in their ability to influence their own life – even in a new and unfamiliar environment.

Topic 1. Understanding creativity in everyday life (not only in art)

When we hear the word “creativity”, we often imagine artists, designers, or musicians. But in reality, creativity is not about art. It is the ability to find new solutions in everyday situations, to see alternatives, adapt to change, and think beyond the usual patterns. This is exactly what refugees do every day: they figure out how to survive, how to adapt, how to support themselves and their families in a new environment.

Creativity in everyday life means:

- figuring out how to cook your favorite meal with the ingredients you have;
- finding a way to save money or complete official paperwork;
- changing the way you communicate with your child or with local residents;
- seeing a new opportunity in a difficult situation.

Creativity is like a muscle that can be trained. And it’s important not only for survival, but also for growth – in career, communication, and self-realization.



EXERCISE

Creativity in Everyday Challenges

Objective: to help participants recognize their own creativity in daily life.

Instructions:

1. Distribute cards or sheets of paper with the following questions:
2. – What everyday or life-related problem have you faced recently?
3. – How did you solve it?
4. – What was unusual or non-obvious about your solution?
- 5.
6. Divide participants into small groups (3–4 people) and invite them to share their examples.
- 7.
8. Ask each group to identify common features of a creative approach that appear in their stories. Write these down on a flipchart titled “Map of Everyday Creativity.”

Group discussion (in a circle):

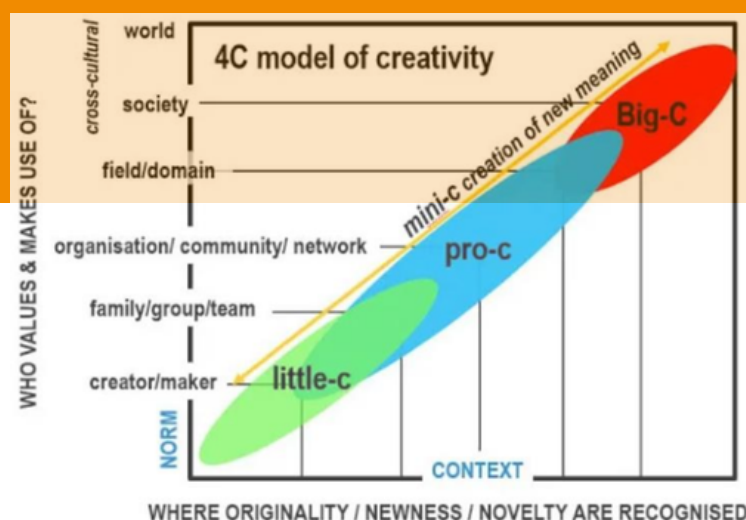
- How has your understanding of creativity changed?
- Were you surprised by how many creative solutions you already use?

Topic 2. Methods for developing creative thinking

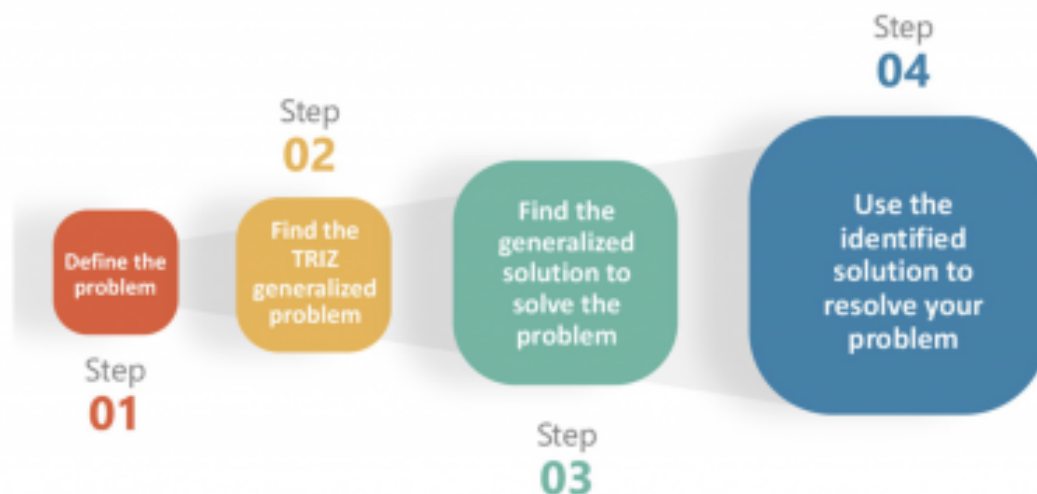
Currently, there are a large number of creative methods of different authorship, for the most part, all models complement each other, allowing you to concentrate on certain aspects. In order to create a holistic strategy, we suggest combining methods so that they positively influence team motivation and development.

If we consider the methods of creativity, most often each of them works in some of the vectors of the reality of life:

- On the vertical plane, there is a movement from greater to less or vice versa, from the general to the exact, from the global to the exact senses, when the upper level must rest on the lower, the bigger part accommodates the minor one for further movement. Thus, James K. Kaufman and Ronald Baghetto's creativity method "4 C" ("The Four C") shows the levels of creativity development: mini-c ("transformative learning", which includes "personally meaningful interpretation of experiences, actions and ideas"), little-c (everyday problem solving and creative expression), Pro-C (demonstrated by people who are professionally or professionally creative, but not necessarily outstanding) and Big-C (creativity is considered fundamentally, historically significant in the field). This model is designed to help accommodate models and theories of creativity that qualify as an important transformation as a higher appreciation of creativity.



- A horizontal vector, such as the TRIZ method of H. Altshuler, shows how universal principles of creativity form the basis of innovation. TRIZ identifies and codifies these principles and uses them to make the creative process more predictable. In other words, whatever problem you're facing, someone, somewhere has already solved it (or a very similar one). Creative problem solving involves finding that solution and adapting it to your problem. The use of TRIZ is to study these recurring patterns of problem and solution, understand the contradictions present in the situation, and develop new methods of using scientific effects. That is, we investigate the parallel processes that are around in this series of solutions in the meaning that they exist next to each other at the same in the horizontal plane, and our task is to look around surfing with the help of our focus.



- In the procedural vector, the main vector of finding a solution occurs in the process itself, such as the method of placing a story from pieces on the board, creating improvisational stories, and role-playing improvisation. In the process of creating history, the non-standard, paradoxical, something that is difficult to notice in the usual flow, mode of life, is manifested, emerges.

Most methods anticipate a couple of motion vectors of finding a solution, but the main emphasis remains on the one only, while the form of creativity is what is found at the intersection of all three vectors, when a three-dimensional space is created for all three vectors to be taken into account. The solution at their intersection is the most complete and reveals all vectors. So, if you take the role-playing method, the process itself can be further enriched by highlighting the background of the story, more details, who else is present in this process, which expands the horizontal view. In the same way, what is happening inside this hero, in fact, any figure, character, and what controls him when he does this, why, what is there in this that is hidden from the first glance, that adds a vertical look to what's going on. By gradually adding and layering planes, the space for creating a solution is enriched and such a solution emerges, which will consider various aspects the most.

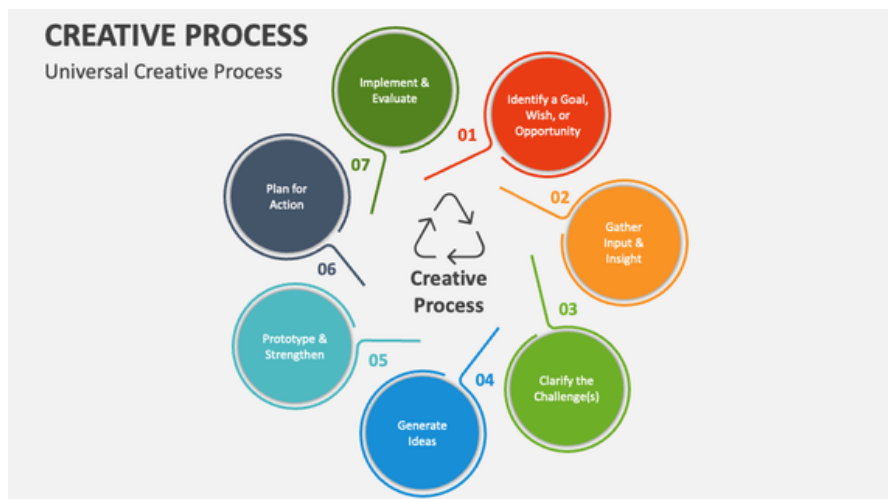


Creativity is the process of creating something qualitatively new, when a creative product is the creation of fundamentally new qualities that did not exist before, but which are a way out of a dysfunctional cycle.



Solving the task itself has 3 major stages, creative acts:

- the actual state and setting how it looks like and appears as it is: this can be done by using three vectors to cover the entire plane as much as possible.
- directly a creative act, processing this material, where you can combine several methods as a form for experimentation, combination.
- objectification of the creative act, when we formalise the solutions that appear and experiment with the very embodiment in practice in systematic coordinated actions. Moreover, when our created solution meets reality in the future, it can be slightly modified, transformed, considering those variables which we did not take into account before or that appeared, which also gives flexibility and the ability to respond to any unforeseen changes more easily and more efficiently. In today's world, this is one of the priority areas of development.



The ideal key, a source for creative solutions, is the creation of a paradox, when you can combine things that at first glance are incompatible. Here, experimenting with a combination of methods, using the above reference points, will allow the field to reveal unexpected solutions that may surprise. After all, we often adapt in the world when there are difficulties, based on our experience and those of our predecessors, we copy those forms that are already known, but it is experimentation and combination to create something fundamentally new that allows us to find the most effective solutions that will be useful not only for the team, but also business, but will also maximally contribute to the spread of those values in society that social business carries and allows it to continue to develop in times of uncertainty.



HERE ARE SOME PROVEN METHODS THAT HELP DEVELOP CREATIVE THINKING:

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1. The "What if..." method

Ask yourself questions like: "What if I could...?" This helps you step outside of your usual thought patterns.

For example:

- What if I could start my own business here?
- What if I spoke with local people for 10 minutes every day?

2. Brainstorming

Write down as many ideas as possible on a given topic – without judging or evaluating them. Even "strange" or "silly" ideas can become the seed of a great solution.

3. Association Method

Choose a word – and think about what it makes you associate with. Then look for unexpected connections.

For example, the word "work" might bring associations like "movement," "people," "skills," "income."

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This helps you see a familiar topic from a new perspective.

4. SCAMPER Technique

This method offers seven actions to generate new solutions:

- S – Substitute (replace something)
- C – Combine (merge two elements)
- A – Adapt (adjust to a new context)
- M – Modify (change or exaggerate a feature)
- P – Put to another use (find a new application)
- E – Eliminate (remove or simplify)
- R – Reverse (change the order or roles)

5. Edward de Bono's "Six Thinking Hats" Technique

This method helps you look at a situation from different angles: emotional, logical, optimistic, critical, etc.

Regular use of these techniques develops cognitive flexibility, supports better navigation through complex situations, and helps you find solutions even under stress.



EXERCISE

Three Things – Ten Ideas

Objective: to activate creative thinking and overcome the “inner critic.”

Instructions:

1. Give each participant a sheet of paper. Ask them to choose three everyday objects (they can either draw them or simply name them), for example: a spoon, a glove, a mobile phone.
2. Task: In 7 minutes, come up with 10 new uses for each object, even completely fantastical or unrealistic ones.
3. Then, ask participants to share their ideas in pairs or small groups of three, and reflect together: What was easy or difficult? In what real-life situations could this kind of thinking be useful?

Exercise: “Three Things – Ten Ideas”



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Topic 3. Using creative thinking to generate ideas for personal and professional integration

Integration is not only about adaptation.

It's about active participation in a new environment, where you can express yourself, your ideas, and your needs.

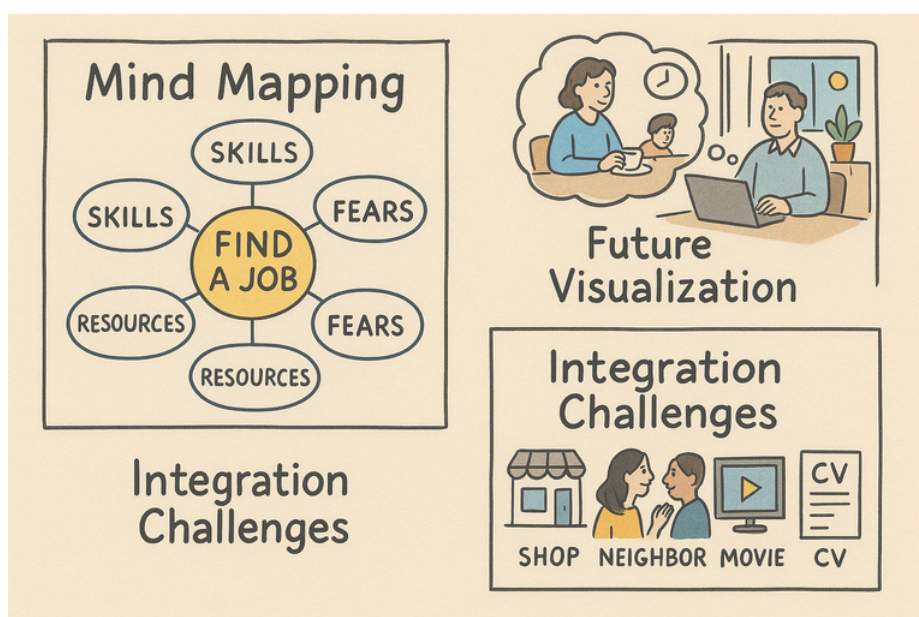
Creative thinking is a powerful tool in this process.

Examples of application:

Everyday life: Finding a new way to teach children their native language through games or storytelling.

Career: Instead of searching only for a job in your original profession, consider which of your skills might be useful here – and in what format (online work, volunteering, part-time jobs, training).

Community: Creating a small project that brings together Ukrainian and local residents – such as a workshop, a cooking meetup, or a shared cultural event.



Tools examples:

- **Mind Mapping:** place your goal at the center (for example, "find a job"), then branch out into related areas: skills, resources, connections, fears, opportunities.
- **Future Visualization:** imagine and describe your day six months from now – what does your life look like? Where do you live? What are you doing? This helps clarify your personal goals and direction.
- **Integration Challenges:** try something new each day – walk into a new shop, say "hello" to a neighbor, watch a movie in another language, or write your CV. Small steps build confidence and connection.



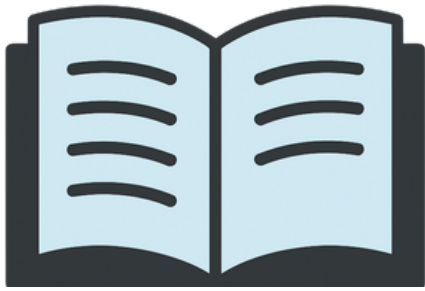
EXERCISE

My New Life: A Map of Possibilities

Objective: to stimulate a creative vision of one's future in a new country.

Instructions:

1. Distribute large sheets of paper and markers/stickers to each participant.
2. In the center of the sheet, ask them to write: "Me in 6 Months."
3. Around this phrase, invite participants to build a "life map" that includes the following elements:
 - Work / Income – How do I earn a living?
 - Community / Friends – Who am I connected with?
 - Language / Culture – How am I learning the language? What am I interested in?
 - Contribution – How am I useful to the new community?
 - Resources – What supports me? (people, organizations, skills)
4. Give them around 20 minutes to complete their maps – they can draw, write, use symbols or stickers.
5. Afterward, invite participants to share in small groups: What ideas did you come up with? Which were the boldest or most exciting?
6. Conclude with a whole-group reflection: Which idea could begin already tomorrow? What's one small step I can take this week?



References

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- [The Power of Creative Thinking in Adult Education – EPALE](#)
- An excellent article on how to foster creativity in adult learners through open-ended questions, safe learning spaces, and experimentation.
- Top 7 Effective Teaching Methods for Adult Learning – Digiformag. Focuses on learner-centered teaching methods such as project-based learning and peer exchange, which stimulate creativity and reflection.
- Giving Voice to the Voiceless: Arts-Based Education for Refugees – George Washington University
- Highlights how creative expression (e.g., theatre, poetry) can help displaced people heal, express identity, and build community in host countries.
- Creatively Minded and Refugees – The Baring Foundation
- A comprehensive report on how creative engagement supports mental health and integration among refugees. Offers policy and practice examples.
- [Rehearsing Imagined Futures: Creative Performance as Resilience – ResearchGate](#)
- Academic insight into how creative projects allow refugees to imagine new futures and build psychological resilience.
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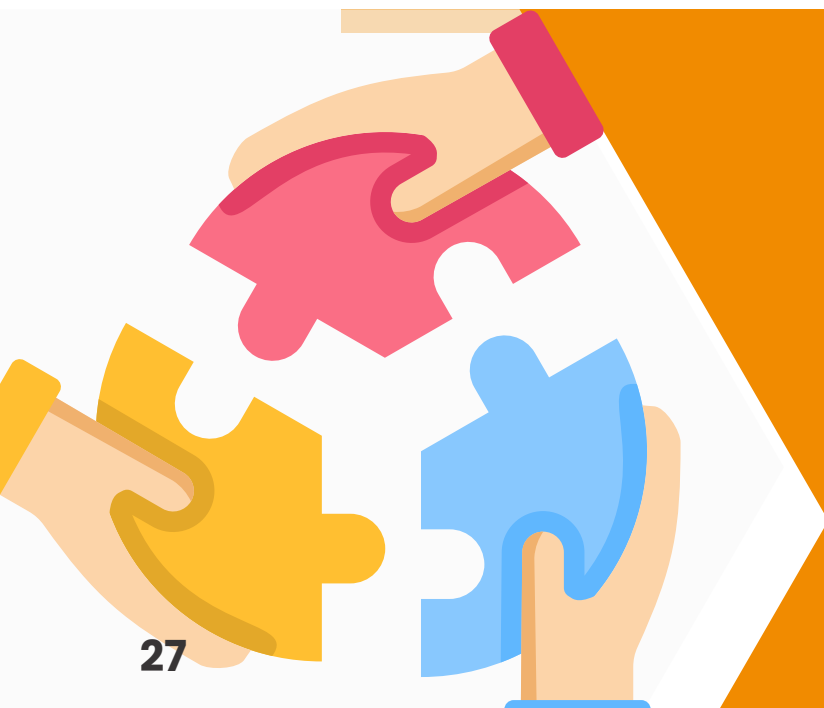
MODULE 3: CO-CREATION AND EMERGING VOICES

Contents

- 1.What is co-creation?
- 2.Principles of co-creation.
- 3.Basics of facilitation for generating and achieving shared decisions
- 4.Group Work Tools
- 5.Practical Tasks.

References

Purpose: to show women how to co-create solutions and develop joint initiatives for a shared future.





What is co-creation and emergent processes

According to Ertz (2024) co-creation can be defined 'as the active involvement of stakeholders...engaging together in the creation of value'. The result of such collaboration is a focus that solutions should stem from the individuals they concern rather than a 'top-down' approach. For women approaching integration in a new host country, it offers the potential to improve and enhance their integration efforts.

For it to work, some issues need to be addressed. Firstly, all stakeholders need to understand that they can play a role in co-creation, that they have agency and inputs. Secondly, there needs to be effort made to remove cultural barriers between people. Lastly, it is necessary to create opportunities for participants to meet beyond their simple every day interaction. To create a better world, building community is crucial. Community is, in an insecure world, the necessity for all (Bauman, 2001).

Principles of co-creation

For co-creation to function effectively, there are certain conditions which must be met:

1: There needs to be an atmosphere of mutual respect between the different individuals and groups involved. With cross cultural interactions, there can sometimes be inadvertent cases of cultural superiority. Therefore, from the outset, there needs to be acknowledgement and action to respect the value, dignity and contributions of the culture of all participants. Participants need to adopt a position of cultural humility, putting aside assumptions and stereotypes of others.

2: Adoption of Shared Power and Equity, means all participants are given a voice and believe they can contribute and work towards creating solutions and outcomes, rather than creating a culture of tokenism, where there is no real contribution or input from certain groups.



ONCE THIS HAS BEEN DONE, THEN THE FOLLOWING ELEMENTS ARE NECESSARY:

1: Trust-Building. There needs to be opportunity for the participants to learn to trust each other, as without authentic relationships being developed the outcomes will fail. In simple terms, a culture and practice of transparency and consistency needs to be developed.

2: Open and Ongoing Dialogue. Giving space to share and value each other's lived experiences. Making people feel able to contribute, question, and that conflict stays positive and does not become negative.

3: Flexibility and Patience: There is a need to have an organic approach which will allow for co-creation to emerge.

4: Shared benefits. All people involved should gain from the experience, everyone must feel included and valued.

Co-creation outcomes should reflect the values, world view and needs of the different cultures involved in the event. Any feeling that a cultural viewpoint has been imposed or that the outcome favours one side more than others, will result in failure.

Basics of facilitation for generating and achieving shared decisions

For the running of an event, the organisers need to be aware of the following:

A lack of **cultural understanding** will make participants hesitant to interact with others, as there is a feeling that they will not understand each other through lack of shared background (Interviewee A, 2025).

Stereotypes and negative perceptions will need to be overcome (Interviewee B, 2025).

For co-creation to happen and allow for emerging decisions and futures, better understanding of each other is crucial (Interviewee A and B, 2025). Learning about each other's life experience, finding shared experience is crucial to create a foundation on which further interactions can be based. Without this, community and networks will not be possible to create.

GROUP WORK TOOLS (FACILITATION GUIDELINES AND METHODS)



Based on the needs of co-creation and of the needs of individuals when entering a new environment, the event needs to be carefully designed and conducted. Therefore the following steps need to be taken with any event which is held:

Define the Purpose and Vision

- Goal: What kind of decisions do you want participants to explore? i.e. What kind of future do you want them to co-imagine?
- Whatever the focus happens to be, it needs to be empowering, inclusive, and relevant to both cultures.

Create a Safe and Neutral Space

- Choose a venue that feels accessible, neutral, and welcoming to both cultures.
- Design the environment to be inclusive—consider decorations, symbols, food, and even seating arrangements that reflect both cultures equally.

Design the Program Around Shared Learning and Dialogue

- Structure the event in phases to move from connection to collaboration:

A. Connection & Storytelling

- Begin with icebreakers that celebrate cultural identity.
- Invite women from each culture to share stories about how decisions are made in their traditions (family, community, leadership, etc.).
- Ask them to talk about the shared future they want to have.

B. Co-Creation Activity

- Invite participants to create something together:
- A shared vision statement.
- A future calendar of joint actions.
- A “Decision-Making Charter” that includes both cultural perspectives.
- Use visual methods like drawing, mapping, or collage to engage different forms of expression.

4. Document and Follow Up

- Record insights, decisions, or commitments made.
- Share back with participants and leaders in an accessible format (e.g., a booklet, video, or digital story).
- Create a path for ongoing dialogue or a second gathering—sustained relationships matter more than a one-off event.



EXERCISES

The following is a breakdown of a proposed activity which can be used, following a series of steps in line with the guidance provided above. The amount of questions which can guide the discussion can also vary depending on the time available for the event. The key consideration is that an atmosphere is created where participants feel comfortable enough to move to the end stage activity.

Steps:

Warm up and Ice-Breaker

(Divide the participants into cross-cultural groups of 4. Each group is handed a flash card with a question which they can take in turns to answer Approximately 3-4 mins.)

What's something small that made you smile recently?

(Each group is then given a second card which has a selection of questions from the following themes on and each member of the group has the opportunity to answer. Approximately 3-4 mins per theme)

Personal & Cultural Background

What is something beautiful or unique about the culture you grew up in?

What role does family play in your life and culture?

Can you share a tradition or holiday that's special to you?

What's a dish from your culture that brings you comfort or joy?

What values were most important in your upbringing?

Shared Experiences & Womanhood

What does being a woman mean to you in your culture?

Have you faced any challenges as a woman that you'd feel comfortable sharing?

What strengths do you see in the women from your community?

How do women in your culture support each other?

Who is a woman (famous or personal) who has inspired you?

Communication & Understanding

What's something you wish people from other cultures understood about yours?

Have you ever felt misunderstood or stereotyped? How did you handle it?

What helps you feel safe and heard in a conversation?

What's something you've learned from someone of a different background that changed your perspective?



Aspirations & Common Ground

What kind of world do you hope future generations of women will grow up in?

What are your hopes or dreams for your family or community?

What motivates you to attend events like this?

What do you think we can do—together—to build stronger communities?

Working Together

Following on from the discussions, joint statements can be created by the different participants which express their shared values and aspirations, based on the question:

What do you think we can do—together—to build stronger communities?

This can take the form of:

Creating a poster which outlines their feelings and thoughts, shared values, future aspirations, future actions. Through working together they can also have the opportunity to build relationships. (Approximately 10-15 minutes)

Jointly presenting outcomes

The final exercise which can be conducted to assist with the task is asking the participants to jointly present their posters and messages which they have jointly created. (Approximately 10 mins).

Final activity - class experience questionnaire.



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MODULE 4 INTERACTION: COOPERATION AND TEAMWORK IN SMALL GROUPS TO DRIVE JOINT INITIATIVES AND CIVIC PARTICIPATION

Contents

- 1.Types of interaction and team roles
- 2.Principles of inclusion, acceptance of diversity, and participation
- 3.Planning a micro-initiative (micro-project)
- 4.References



General Goal:

To support Ukrainian refugees living in Europe in developing skills of effective interaction, teamwork, civic engagement, and the implementation of small community initiatives, contributing to their integration and active participation in the social life of the host country.

Expected Results after Completing the Module:

- Understanding different types of interaction in teamwork.
- Awareness of one's own roles within a team and the ability to effectively apply personal strengths.
- Understanding the principles of inclusion, diversity, and acceptance of cultural differences.
- Gaining practical skills in planning and implementing small initiatives within local communities.
- Building the foundation for civic engagement and social integration.



Topic 1: Types of Interaction and Team Roles

Theoretical Part:

Interaction in a team can take different forms depending on tasks, participants, and goals. Understanding the types of interaction and roles helps to effectively organize teamwork and avoid conflicts.

Types of Interaction:

- Cooperation – joint work to achieve a common goal.
- Coordination – alignment of actions between group members.
- Competition – rivalry that may arise between groups or individuals.
- Support – mutual assistance, emotional and informational support.

Team Roles (Belbin's Theory, 1981):

Belbin identified 9 key roles that team members can play. One person can combine several roles, and for an effective team, it is desirable to have representatives of all roles.

9 key Roles

Plant

Main Function: generates new, creative, and non-standard ideas and approaches.

Behavioral Traits:

- Has rich imagination.
- Often suggests original solutions.
- May become absorbed in thoughts and overlook details.
- Sometimes ignores practical limitations.

Value for the Team:

- Provides creative breakthroughs.
- Suggests new development directions.
- Helps the team think outside the box.

Resource Investigator

Main Function: builds external contacts, seeks opportunities, resources, and partnerships.

Behavioral Traits:

- Communicative, open, outgoing.
- Skilled at establishing connections.
- Energetic, optimistic.
- May lose interest after the initial stage of a project.

Value for the Team:

- Brings in new contacts, information, and resources.
- Expands the support network.
- Stimulates the team at the beginning of the project.

Coordinator

Main Function: organizes team work, sets goals, distributes tasks.

Behavioral Traits:

- Confident, calm, good listener.
- Promotes mutual understanding within the team.
- Delegates tasks effectively.
- May be perceived as manipulative at times.

Value for the Team:

- Ensures effective role distribution.
- Keeps the team focused on shared goals.
- Promotes team cohesion.



9 KEY ROLES

Shaper

Main Function: stimulates the team to act, overcome obstacles, and achieve results.

Behavioral Traits:

- Persistent, energetic, sometimes aggressive.
- Not afraid of conflicts.
- Goal-oriented.
- Can be intolerant of other viewpoints.

Value for the Team:

- Activates the team in critical moments.
- Helps move the project forward.
- Facilitates tough decision-making.

Monitor Evaluator

Main Function: analyzes and evaluates ideas, proposals, and makes balanced decisions.

Behavioral Traits:

- Objective, logical, prudent.
- Emotionally restrained.
- Sometimes perceived as overly critical or pessimistic.

Value for the Team:

- Prevents hasty and ill-considered decisions.
- Provides objective analysis.
- Balances emotional and rational aspects of teamwork.

Implementer

Main Function: translates ideas into actionable tasks, organizes task execution.

Behavioral Traits:

- Practical, organized, disciplined.
- Likes order, plans, and clear instructions.
- May be inflexible when changes are needed.

Value for the Team:

- Ensures stable task execution.
- Establishes work processes.
- Implements strategies in practice.



9 KEY ROLES

Completer Finisher

Main Function: controls quality, monitors details, ensures thorough completion.

Behavioral Traits:

- Conscientious, attentive to details.
- Perfectionist.
- Can be overly pedantic and prone to anxiety.

Value for the Team:

- Ensures high-quality results.
- Detects mistakes before completion.
- Adheres to deadlines and standards.

Teamworker

Main Function: supports a friendly atmosphere, helps avoid conflicts.

Behavioral Traits:

- Empathetic, friendly, diplomatic.
- Promotes mutual understanding.
- May avoid conflicts and difficult decisions.

Value for the Team:

- Maintains emotional climate.
- Ensures team cohesion.
- Supports conflict resolution.

Specialist

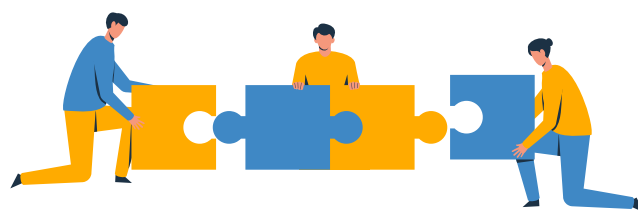
Main Function: provides in-depth knowledge and expertise in a specific area.

Behavioral Traits:

- Has deep knowledge in a narrow field.
- May focus only on their own area and overlook general team matters.
- May be less active in general teamwork.

Value for the Team:

- Provides expert professional support.
- Increases the team's competence in specific issues.
- Ensures accuracy and quality in specialized tasks.



1. Team Formation / Project Initiation

At this stage, goals are defined, the team is formed, and initial ideas are generated.

Key roles:

- Plant: generates creative, non-standard ideas and overall project vision.
- Resource Investigator: explores opportunities, builds external contacts, finds potential partners.
- Coordinator: assembles the team, delegates initial tasks, and distributes roles.

2. Planning

This stage involves setting specific tasks, resources, deadlines, and an action plan.

Key roles:

- Monitor Evaluator: analyzes ideas, identifies risks, evaluates strengths and weaknesses, helps with objective decision-making.
- Implementer: turns ideas into practical, structured plans.
- Coordinator: ensures clarity of roles and aligns the plan with the team.

3. Project Implementation

The team works to complete tasks and achieve project goals.

Key roles:

- Shaper: energizes the team, drives progress, overcomes obstacles.
- Teamworker: maintains a positive team atmosphere, resolves conflicts.
- Implementer: systematically executes the plan.
- Specialist: contributes deep expertise in a specific area.
- Completer Finisher: monitors details, ensures quality and deadlines are met.

◆ 4. Monitoring and Control

Ongoing evaluation of task completion and adjustments to the plan as needed.

Key roles:

Completer Finisher: identifies and corrects mistakes, ensures quality.

Monitor Evaluator: evaluates progress, provides objective analysis.

Coordinator: keeps the team aligned and manages changes effectively.

◆ 5. Project Closure / Review

The project is completed, results are presented, and performance is reviewed.

Key roles:

Specialist: demonstrates the outcomes of expert work.

Plant: reflects on creative outcomes and suggests ideas for future projects.

Teamworker: encourages feedback and helps maintain a positive climate even after project completion.

✓ **Conclusion:**

Each Belbin team role is essential at specific stages of a project. A successful team maintains a balance of roles and adapts them to project needs.



EXERCISES

1: *"Who am I in the team?" (30 minutes)*

Participants take Belbin's role questionnaire (can be simplified).

Group discussion: What roles are represented in the group? What are our strengths?

2: *"Building the Puzzle" (30 minutes)*

Small groups receive a task to assemble a puzzle with limited time and materials.

Debriefing: What roles were manifested? How was communication built?

Topic 2: Principles of Inclusion, Acceptance of Diversity, and Participation

Theoretical Part:

Inclusion is the conscious creation of space where everyone can participate regardless of origin, culture, language, or experience. Diversity is the strength of modern communities, but it requires conscious work.

Principles of Inclusion:

- Respect for differences.
- Equal access to participation.
- Recognition of individual contribution.
- Creating a safe environment.

Barriers to Inclusion:

- Prejudices and stereotypes.
- Language barriers.
- Lack of trust.
- Cultural differences.

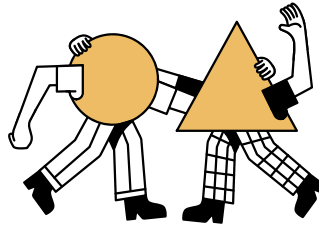
Participation means:

- Active engagement in decision-making processes.
- Initiative in public life.
- Civic responsibility.





EXERCISES



1. *“My Diversity” (20 minutes)*
 - Each participant writes 3 aspects of their identity that make them unique.
 - Group discussion about differences and commonalities.
2. *Case Study “Inclusive Dialogue” (40 minutes)*
 - Situational tasks on resolving conflict situations based on cultural misunderstandings.
 - Group presentation of solutions.
3. *“Participation Map” (30 minutes)*
 - Participants draw a map of areas where they can participate in the host country (school, volunteer work, community, etc.).

Topic 3: Planning a Micro-Initiative (Micro-Project)

Theoretical Part:

A micro-project is a small initiative that can bring concrete changes to the community.

Stages of Planning:

1. Identify the need/problem.
2. Set a specific goal.
3. Identify stakeholders and partners.
4. Plan actions and resources.
5. Define success indicators.
6. Evaluate the results.

Criteria for a Good Micro-Project:

- Realistic for execution.
- Beneficial for the community.
- Allows participants to practice initiative and leadership.



EXERCISES

1. "Micro-Initiative Draft" (60 minutes)

- Participants are divided into small groups.
- Each group develops a draft micro-project on a chosen issue.

2. "Feedback Carousel" (30 minutes)

- Groups present their ideas.
- Other participants provide feedback and suggestions.

3. "Commitment to Action" (10 minutes)

- Participants formulate what step they are ready to take within a week.

Expected Results:

- Participants will understand various forms of interaction and their role in teamwork.
- They will master inclusion principles and be able to apply them in intercultural groups.
- They will gain practical skills in planning and implementing small civic initiatives.
- They will increase confidence in participation in civic life of the host country.

Materials:

- Flipcharts, markers, sticky notes.
- Printed questionnaires and case studies.
- Handouts for planning micro-projects.
- Feedback forms.

If you want, I can also prepare a version with a trainer's script, timing, and slides structure – it will be ready-to-use for actual training.

Would you like me to prepare it?



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