

# BUILDING BRIDGES TOOLKIT

*toolkit for volunteering with asylum seekers and refugees*

*Are you planning a project with asylum seekers?  
Are you a volunteer, a teacher, a student...?  
Our toolkit might be just what you need!  
Welcome and get inspired!*

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# ABOUT THIS TOOLKIT

The Building Bridges Toolkit is a platform, designed to share the know-how on voluntary projects involving asylum seekers and refugees as well as raising awareness on forced migration in general. We want to inspire you with our **case studies** of successful projects on the topic. We also want to support you in starting similar initiatives by providing you with a list of practical **guidelines** on how to organize such projects and specific **methods** you can use inside them.

The creation of this online toolkit has been driven by the ever bigger need of the international SCI network to exchange best practices on projects with refugees and asylum seekers. The project is coordinated by SCI Switzerland with the support of Utilapu Hungary. Its existence wouldn't have been possible without the support of the Mercator Foundation Switzerland and the active contribution of Building Bridges working group and a number of SCI branches.

The Building Bridges Toolkit is an ongoing project. We welcome you to send us your best practices in the field and inspire others to continue the work towards peace and intercultural understanding. If you have material you want to see published in the BB Toolkit, questions or ideas for cooperation, don't hesitate to contact the Building Bridges Toolkit administrators at [buildingbridges@sci.ngo](mailto:buildingbridges@sci.ngo). You can use the same email to contact SCI's Building Bridges group.

## ABOUT BUILDING BRIDGES

**"Building Bridges"** is an informal working group within SCI International's network. It was established in 2015 during the creation of Building Bridges Toolkit by a group of SCI activists, leading successful projects in the field of forced migration. The aim of the working group is to coordinate on international level SCI's efforts to raise awareness on the topic and promote peace, understanding and integration between locals and asylum seekers/refugees. Its team was essential in creating the Building Bridges Toolkit and continues to support its development and dissemination.



Since 2016 the group has also supported the coordination of the SCI's Building Bridges Campaign – a grass-root campaign among SCI members, aiming to raise awareness and stimulate reflection about the current refugee crisis and forced migration in general. The campaign involves workcamps on the topic, seminars, microgrants and more. You can read further about it and its activities [here](#).

## ABOUT SCI

[Service Civil International](#) (SCI) is a volunteer organisation dedicated to promoting a culture of peace by organising international voluntary projects for people of all ages and backgrounds. The organisation consists of 45 branches and an ever growing number of partner organisations.

SCI is open to all. It was one of the first organisations to divest itself of all political or religious affiliations in its work of promoting peace and intercultural understanding through practical action. Throughout the years SCI has made a major contribution to the development of the main forms of volunteering. Year after year, the organisation enables thousands of volunteers to participate in community projects, offering many [short-term projects \(workcamps\)](#) as well as [mid and long-term volunteering opportunities](#).

Living and working together with people of different backgrounds helps volunteers to break down barriers and prejudices. It allows them to experience a world of mutual respect and understanding. In this sense, volunteering can be seen as a way of life – a demonstration of the possible reality of a peaceful and cooperative world.

# GUIDELINES

*Our GUIDELINES will help you to start to organize SCI workcamps, long-term projects or regular activities involving asylum seekers, refugees and locals.*

# PREPARING PROJECTS

## Recommended steps and tips:

In this document, we summarize some points that we consider important to keep in mind, when you plan a project with asylum seekers and refugees. While compiling the document we thought about different types of projects such as workcamps or local long-term projects. If possible, we specify for which kind of projects certain points are applicable. If you want to learn more about general project management, you can find many resources online, some of them are listed at the end.

## 1. Initial Phase

### Project idea - needs assessment

For some reason you or your organization decided to launch a project with asylum seekers/ refugees and this decision was maybe inspired by a situation you had observed, another project, a general idea or a person you have met. Even if your project idea has been implemented in a different country already or in a different context, it is important to always study carefully the specific context in which the project should take place and to assess the needs of the target groups. Furthermore, think about the resources that you and the involved organizations need to realize the project.

### Ideas for a needs assessment:

- Ask the asylum seekers/refugees themselves and other people working with them about their needs and interests. If you have an idea already, discuss it with them and see if it fits their needs and interests.
- Find out what other organizations working in the field are already doing.
- Read evaluations of previous projects – what were the lessons learnt?
- Ask experienced project managers (volunteers, staff) for advice.

### Best practices:

- Get to know the context in which the asylum seekers/refugees live and their background.
- Get in touch with the reception centre or organization responsible for hosting asylum seekers and refugees and be aware of formal regulations.
- Network with other organizations active in the field to foster cooperation and a common approach.
- Include asylum seekers and refugees in the needs assessment – choose a participatory approach for project planning (e.g. [Appreciative Inquiry](#), [Problem Tree](#)).
- Be in touch with the local community and assess their needs and interests.

- Get to know the skills and competencies of the volunteers and the asylum seekers in order to make use of them in the project.
- Match needs and interests of asylum seekers with needs and interests of volunteers and local people.
- Include representatives from the target group in the project team or plan regular feedback meetings.

## 2. Planning Phase

When you have figured out the needs, you can start with the concrete planning of the project. Important steps in this phase are the definition of the specific aims of the project, the resources, milestones and time planning.

### Define aims, target groups, methods:

- What is the **aim** of the project: Specify main and sub-goals and think of formulating them with the [S.M.A.R.T.](#) (specific, measurable, attainable, realistic, time-bound) method in order to make evaluation of the project possible.
- Who are the **target groups**? Think of different target groups (asylum seekers, refugees, volunteers, local population, etc.), specify age, gender, etc.
- Which **methods** do you use to achieve the goals of the project? (Which kind of activity, how often, etc.?) You can find inspiration and best practices in the [Methods](#) collection of this toolkit.

### Plan your resources:

- Reflect what kind of resources and limitations (funding, human resources, skills, etc.) your organization and volunteers have regarding the project: You can use the [SWOT method](#) (Strengths, weaknesses, opportunities and threats).
- Be realistic! If you do not have enough resources, you might reduce the scale of the project or check if you can get additional resources (recruitment of more volunteers, fundraising, donations, etc.). If you decide to do fundraising, do not underestimate the time and administrative work it involves.
- In order to avoid false expectations, make transparent to all involved parties what you can achieve with the project, what not and why.

### Make a specific plan:

- Define a project timeline with milestones (consider the specific situation, e.g. turnover of asylum seekers, availability of volunteers and infrastructures, school holidays, etc.).
- Make a task list with clear responsibilities and deadlines.
- Make a budget taking into account all expenses that will be incurred and all possible income.

### Best practices for project planning:

- Establish good relations and communication with project partners and other agencies involved: visit them – personal contact is important especially if it is a new collaboration.
- Check what kind of material and resources can be made available from your organization and the partner organizations.
- Find out the perceptions as well as attitudes of local population to help bring the community together with the asylum seekers and refugees.

### Best practices when choosing methods and planning activities:

- Start with trust-building-activities: for example to visit asylum seekers centre regularly by local volunteers in order to get to know each other and find out more about the existing needs.
- When choosing methods, be culturally sensitive.
- Consider language barriers – rather choose activities with less need for verbal communication.
- Consider plan b & c – don't stick to fix plans.
- Try and have male and female volunteers, so refugees/asylum seekers can relate better to them (have in mind cultural restrictions especially for ladies from Muslim cultures).
- In summer camps/projects outside, female volunteers may need to avoid tank tops or shorts (to avoid uncomfortable situations with male Muslim asylum seekers).
- Ask for instructions at the centres (staff, but also asylum seekers) about different cultural conventions you can meet.
- Try to find things that could be a bonding point for locals and foreigners.

## 3. Project Implementation

- The first activities of a project are always the most challenging, but also the moment when we learn most. In this phase, it is important to evaluate each activity with the relevant stakeholders. You should collect feedback from the participants of the activity (volunteers, refugees/asylum seekers/local population) and discuss it with the project partner to find out if the expectations have been met and what can be improved.
- Especially with children or people with fewer language skills, you can use creative ways of evaluation (e.g. in Switzerland during the whole project “TheaterFlucht” each child had a smiley magnet, which they could move up and down on a barometer between “happy”, and “sad”).
- Be flexible and take into account feedback: adapt the planning of the activities, e.g. the daily schedule in a workcamp if it is too tiring for the volunteers.
- If you adapt project activities, schedules, etc. make sure that you communicate it with the relevant stakeholders (staff at the centre, other staff and board of your organization, funders etc.)
- Close the project with an official event. The event can show what has been achieved with the project. Examples are exhibitions of photos or a final presentation of a theatre piece, etc. which have been created during the project. The final event is also the moment to show recognition to volunteers, partners and

everyone who supported the project. In a project with children, parents can be invited, e.g. at the end of TheaterFlucht weeks parents came to see the theatre play and at the same time contributed with some homemade food for the social event after the presentation.

#### 4. Team

It depends on the project if a team is formed after some basic planning has already been done (e.g. in the case of workcamps) or if a team starts to plan the project from the beginning (e.g. in the case of local long-term projects).

If a project team is in charge, it should meet regularly and take minutes about decisions as well as update the to-do-lists and if necessary the time plan.

#### Best practices:

- Clarify the roles inside the team and divide the tasks and responsibilities among team members.
- Make sure that the project team knows which decisions it can take on its own and which have to be consulted with the partner organizations, funders, etc.
- Have a coordination team (in case of big groups), that is involved in the planning and in contact with all the parties.
- Discuss with the group resources (number, time, knowledge of volunteers).
- Have time for team building (games, activities etc.).
- Reflection of respect, flow of the group and self-care.

#### 5. How to involve refugees

- Use participatory methods while planning and implementing projects (e.g. the problem tree).
- Raise awareness about the positive aspects of the project. Make them realize the possibilities to become active, become a part of the activities and have some impact (see possibilities of volunteering, exchanging knowledge like languages, meeting new people).
- Give people responsibilities such as facilitation tasks.

#### 6. Sustainability

Reflect if it makes sense (according to the aims, available resources) to have either a short term or long-term project.

- Consider the sustainability of the project.
- Think about ways that some aspects of a project can make an impact for a longer time. For example even if a theatre project in a refugee centre is only planned for two weeks, there might be a possibility that local



refugees/volunteers are trained during the workcamp and can continue offering activities regularly once a week/month.

- Already prepare from the start some tools for knowledge transfer (like toolkits and so on), so that not all the knowledge and experience disappears if some active volunteers drop out.

## 7. Public Relations

It is good to keep in mind, how you can inform more people about the project and the topic. So you might think about approaching media, setting up a blog, etc. Public relations and media work demand some reflections to get a positive result:

- Make sure that you use the media and not the media uses you!
- Decide which points you want to highlight for the public and formulate your message, e.g. in the form of a press release
- If you invite journalists, make sure the protection of the participants is guaranteed. E.g. journalist who wants to get personal stories of asylum seekers can be insensitive towards traumatized or vulnerable participants. Make it clear to them that the report should be about the project, not about a single person and accompany them during their visit.
- Discuss with the volunteers how to convey this message, if they are ready to be interviewed.
- Before you create a report, publish photos, etc. you should ask for the permission of the people visible on the photos. For children, you need the permission of the parents. If not all parents give the permission, it is easier to organize a single photo day and on this day, children who shouldn't be on the photos can wear a special badge (Tip from a professional photographer).

## 8. Multipliers

Plan the project in a way that people (volunteers, refugees, the general public) realize their own involvement, are inspired to take action and to realize some possible changes in their everyday life.



**Resources for project planning:** Some methods from Action Research for Social Change might be useful for needs assessment and further planning. See e.g. toolkits like that:

[Research for Organising](#)

[T-Kit 3 Project Management](#)

[Appreciative Inquiry website & video](#)

# PREPARING SCI WORKCAMPS

## *Specific tips*

[SCI workcamps](#) with asylum seekers/refugees usually take place in a reception centre/transit centre. In this case it's good to discuss and prepare the project with your hosts - the NGO or the staff that maintains the centre. Proceed as follows:

- Contact the hosts first in order to ask about interest towards a project, and then meet them. Explain what SCI is, what a voluntary workcamp is, etc.
- Speak about the needs of the centre and its inhabitants and design the project together based on these needs (e.g. renovation, not enough free-time activities for children, etc).
- Speak about possible challenges of the project and find solutions together.
- Speak about how the hosts can contribute with their skills and knowledge to the project - make sure they share all the info you need to know in order to create a safe environment for your volunteers and for the inhabitants.
- Find out rules of the house: Can you go out of the house with children from the centre? Can volunteers stay with the asylum seekers after their work? Are there special rules for clothing, behaviour etc.?
- Are there other events in the time of the workcamp?
- After you have decided on a project together, make a contract with the host (check contract draft in SCI's *Practical Procedures*).

Involve the camp coordinator in the planning as soon as possible. Explain interaction between camp coordinator and host when preparing camp coordinators.

It is also worthwhile to think about preparing people living in reception centres before and giving them an idea of what volunteering is. A great method would be having local activities in the centre already before the workcamp takes place, so people know about SCI and what kind of activities there could be. Take different approaches:

- Meeting and speaking about what will happen in the camp.
- Putting up posters, so people can read about the project (including images, so people can imagine what is going to happen and understand if they can't read the language)



Check as well [Workcamp in reception centres](#) and [Thematic workcamp](#) for more ideas and tips



Downloadable files: [Guidelines for Building Bridges labelled workcamps](#)

# PREPARING VOLUNTEERS FOR WORKCAMPS

*Here we explain some steps and tips for preparing volunteers for [SCI workcamps](#) with asylum seekers and refugees.*

## 1. Before you start

Before you start preparing the volunteers and coordinators to your activities, it is very important to consider the evaluation of previous projects.

## 2. Camp coordinators

You will find useful materials about preparing camp coordinators in the [SCI Members](#) area.

The camp coordinator should attend a general camp coordination training, but it is important to prepare the coordinators specifically for working with this target group. Important topics in the preparation are intercultural communication, conflict transformation, global injustice, specifics of the target group (countries and conflicts of the origins of the refugees), knowledge about the asylum seeking procedure and specific group dynamics between target group and volunteers (defining boundaries, self-care).

**Involving the camp coordinator in organizing the project is a great way of preparing the coordinator. Possible tasks might be:**

- Make coordinators visit the venue (reception centre etc.) beforehand
- Contact the staff of the venue and speak about the program, plan the whole project together, possible challenges (e.g. cultural misunderstandings), find out more about the type of venue (Is it a transit centre, reception centre or another type of venue?).  
→ if possible, find out about the group of refugees/migrants you are working with (What is their status? Where are they from?)
- Check which other NGOs are working in the venue in order not to overlap with the program and in order to maybe foster some cooperation.

- Prepare and organize a study part for the volunteers on the asylum process and other major topics related to refugees (e.g. invite an expert of the topic, if possible) → See the *Methods* section
- Prepare a schedule (e.g. in written posters in different languages like Arabic, Farsi, etc.) for the inhabitants of the centre some time before the camp in order to make them aware of what is happening during the project, how they can participate and why you are doing this project (including info about your organization).

**Best practice:** In the transit centre workcamp in Lyss, Switzerland camp coordinators became part of a regular team meeting of the staff (social workers) in the reception centre and felt included in the centre's team for the time of the project.

### 3. Volunteers

It is important that in the preparation process of volunteers you focus on their learning process. It should be two-sided: Make the volunteers reflect on what they can give and what they would like to learn.

### 4. Before the camp

- Ask the volunteers to write a motivation letter in order to make them aware of their expectations already during the application process  
→ do the objectives and motivation of the volunteer match your project? Are there other criteria you want from volunteers (language skills, experience working with children etc.)?
- Info sheet (with specific, exact information including conditions of the camp, e.g. special rules concerning clothing, behaviour, etc.). (See info sheet example in *Practical Procedures*)

### 5. During the camp

- Introducing house rules and specifics of the venue (cultural sensitivity).  
→ Is it possible to hang around after the program? etc.
- Preparation and orientation day to the topic on the first days of the camp: There are two different ways of studying the topic in the venue, which can easily be combined:
  1. Informative session, where "experts" and staff share their knowledge
  2. Interactive discussion (using methods that foster a reflection process among the volunteers, e.g. on asylum, cultural differences).

- Team building, make sure the group can work together → increase creativity
- Speak about time management: When do we work? When do we have free time? Where is the space where we can only be within our group? What are the boundaries of our group?

For some workcamps it is necessary for volunteers to have a training in the workcamp venue, if volunteers are organizing the activity themselves or if it is a bigger teaching process done by volunteers that didn't have experience with this before. Two examples:

- Theaterflucht (Switzerland): Inexperienced volunteers create a theatre project together with children and theatre experts. During this two-week project, in the first week, volunteers get an introduction into drama and theatre (including methods) by the experts, they visit a reception centre and they get info about asylum process. In the second week, they implement what they have learned with a group of children.
- Global Education school visit camp (Finland): Inexperienced volunteers go to schools to do global education workshops with students. In the one-week preparation the volunteers get orientated into the subject and they prepare the methodology that they will be using in the school visits. In the second week the volunteers go to the schools and implement the workshops that have been planned.

## 6. Asylum seekers

*See also the next chapter: Involving asylum seekers or refugees in workcamps*

If you place asylum seekers/refugees in workcamps (as outgoing volunteers), make sure you support them in the whole process, because there might be misunderstandings about what an SCI workcamp is and what volunteering is in general.

- Agreement with reception centres: Meet the staff in order to explain why you want to place asylum seekers to workcamps (objectives, activities). Make an oral or a written agreement with the centre about the project.
- Application process: Prepare a specific application form and distribute it in reception centres. Make sure you find out about specific challenges (health problems, etc.). Let the interested volunteers fill it out together with their social workers. It is important that the social workers are included in this process and that they know about the project, so they can support the volunteers.

### Best practices:

- Arrange a meeting with refugees/asylum seekers in the centre to explain the project personally and to introduce the different workcamps where they can apply. → Explain how to join the camp on spot.
- Meet the volunteers (if possible, this really is the best solution) or at least have an extensive phone call with them in order to speak about: What is SCI? What is volunteering and what is



a workcamp? What are the conditions of the camp site (accommodation, food, costs, travelling)? How will the group look like (from where people are, cultural backgrounds of other volunteers and locals)? What does the work look like? → You can also get them in contact with volunteers from the same cultural background/other volunteers with asylum-seeking background who have participated in a workcamp in former years and ask them to support the new volunteers.

### Challenges could be:

- **Permissions to go out of reception centres**
- **Funding:** You should have money to pay for travel costs, excursions etc.
- **Changes are possible:** Asylum seekers might be deported before the workcamp, they could find a job instead, etc.

→ Possible solution: If you want to place them in workcamps in the summer, you could only start looking for asylum-seeking participants in May/June/July. Make sure to reserve places in the OPS beforehand or make sure that there are enough places.

- **Insecurity:** People might not know enough about the country to travel by themselves, they might feel insecure about participating.

→ Possible solution: Accepting two asylum seekers/refugees together from the same centre for a camp, so they can travel together etc.; Asylum seekers could also travel together with camp coordinators to the camp.

### When you're designing a project, take care about these points:

- Flexibility and sensibility of the topic and issues
- Set up the right expectations of all stakeholders to meet reality
- More preparation also for the volunteers participating in the workcamp

→ What do volunteers expect? Do their expectations meet the project's objectives?

- Contribution of the volunteers

→ Taking part in the planning of the program and decision-making.

→ Orientation and preparation day (at least) needed.

# INVOLVING ASYLUM SEEKERS OR REFUGEES IN WORKCAMPS

Since 2010 KVT Finland has been inviting refugees and asylum seekers to join voluntary workcamps. In every international voluntary workcamp in Finland 1-3 places are reserved for asylum seekers, refugees and other migrants that live in Finland and are in a vulnerable position. The participants are mainly coming from different reception centres all over the country.

KVT started this work through a global education initiative supported by the Foreign Ministry's development co-operation fund. Including asylum seekers and refugees to the projects was also the core part of this initiative between the years 2010-2014. The main goal was to bring global education to the small localities in Finland through non-formal education and volunteering. The asylum seekers and refugees were given a possibility to join the global education work. The initiative ended in 2015 but KVT still continued to do these placements with less focus on global education, and more emphasis placed on supporting the integration of asylum seekers and refugees into the Finnish society. This work is still continuing and we would wish to share this method with other SCI branches and partners.

## 1. Promoting intercultural encounters, global learning and mutual understanding

Grassroot encounters and working together towards a common goal are important principles that KVT and SCI use in order to increase global knowledge and understanding that also affects prejudices and attitudes. This is also the idea of a voluntary workcamp. Most of the volunteers joining the workcamps arrive from European and Asian countries and in order to make these encounters and mutual understanding develop on a deeper level, it is a great opportunity to have volunteers joining from for example African and Middle-Eastern countries.

The aim of inviting asylum seekers and refugees to voluntary workcamps is to promote intercultural encounters and experiences among people of different ages and different backgrounds. By inviting refugees and asylum seekers as equal partners to the projects and camps, interculturality and the realities of the Global South or the Middle East are brought close to local people of the camp sites in their own, familiar environment.

## 2. Offering refugees and asylum seekers possibilities to become active citizens and supporting their integration into society

Joining an international voluntary workcamp is a possibility to get away from the reception centre and the waiting process. Asylum seekers can contribute to a non-profit project and be invited to do something meaningful. The camp gives the asylum seekers a possibility to meet both local and international people, learn from society, learn and contribute to a project of their interest and get involved in an international network. They also get a certificate about the work that they have done on the camp, and a possible reference that can be mentioned when looking for work.

Here you can read some ideas and feedback from asylum seekers that have participated in the projects: [Meetings in our multicultural motherland.](#)

### 1. Before starting

**Costs:** The biggest question is always what does it cost to make it happen and who covers the costs. KVT didn't ask for any camp fee from the asylum seekers and covered all the travel costs to the campsite. The only thing that the participants pay themselves is a 10 € membership fee. This is quite important, since not many people living in reception centres could join the projects if they had to pay a camp fee or their travel costs. The biggest costs are the transport expenses for the participants to join the camps. If you are just starting the project, it would be great if you could also visit the centres, so you need some funds for this too.

KVT had the funding to cover these costs for 5 years, but in 2015 they made it happen without any fund by organizing a fundraising dinner where funds were raised for including asylum seekers in the projects.

You can also think about applying for a small fund or a bigger one where you add the placements as a part of the activities. If you think that the costs are not very high, you can do some fundraising event in order to collect some funds. Remember that you have to cover the VEF cost also for the asylum seeker participants, so that they have insurance etc. in the camp!

### 2. Reaching asylum seekers

Most of the participants joining the camps are asylum seekers living in reception centres and for this reason co-operation with reception centres is essential. You can also advertise the project for different immigrant organisations and NGO's that work in the field. Before doing any recruitment work, it is important to have a discussion with the staff of the centres and NGO's and explain what you would like to do, what the projects are and what is needed from the reception centres. In Finland the recruitment goes often through the social workers, so that if someone from the centre wants to join, they discuss it first with their social worker.

Note that reception centres and the whole asylum system are different in each country, and so the centres might also have different kind of possibilities to work with these kinds of projects. These instructions are made based on the Finnish system and reception centres.

### 3. How to advertise

- You can organise a session in the centre, where everyone who is interested can join, listen and ask questions. It is often important to see and meet the people who are organizing these activities and participants are more confident to join the project.
- Together with this kind of a session you can organise small activities in the centre, so the asylum seekers can start to understand what kind of organisation is in front of them and what they do in practice, e.g. cleaning up the yard, arranging activities for the kids, playing sports with the participants. It is important not to underestimate the importance of non-verbal communication and language barriers, when working with asylum seekers.
- You can also organise a session just for the social workers, so they can keep telling new arrivals about the project.
- You can make flyers/posters in different languages explaining, what a voluntary workcamp is and how you can join. Take the flyers to the reception centres and ask the staff to put them on the walls.
- Contact NGO's and networks that work with asylum seekers and refugees and ask to promote the project in their channels.
- Ask your volunteers to share this information in their channels and if they meet people who would be interested in joining.
- See KVT's flyers that were taken to the reception centres in the "Downloadable files" section at the bottom of this page.
- See KVT's website information: [For asylum seekers and refugees, What are workcamps and why participate](#)

### 4. Approaching centres

1. Send emails to reception centres explaining the project and ask to set up a meeting. In the email remember to explain:

- What project and when?
- Who can join?
- What is needed from the behalf of the centre?
- Does it cost something?
- Who can they contact for more information?

2. You can also go and visit the centre, leave some flyers and ask who you could contact directly.

3. Give possible past examples of successful activities. If you are just starting, you can even explain that this has been done in other countries with good results.
4. Explain the profile of the asylum seeker and what is needed from him/her in order to join a camp.
5. Explain how the recruitment process and the practicalities work (For example how are the participants selected, when will they know about it, who buys tickets....). However keep it simple and short, the staff is usually very busy!
  - Close cooperation with social workers and reception centres is very important!
  - You can also start a cooperation with only one reception centre, so you can get experience and then approach other centres
  - At least in Finland the centres are very busy during summer time, and since people are having their holidays there are a lot of substitutes. Contact them long enough before the camp season starts to talk about the program and do all possible arrangements before the busy season.
  - You can see KVT's info about the application process that was sent in the reception centres in the "Downloadable files" section at the bottom of this page.

## 5. Recruitment

In KVT the application process goes like this:

1. After having advertised and contacted the centres and NGO's you get inquiries from social workers, asylum seekers and refugees themselves, and staff of different NGO's.
2. You make sure that they understand what a workcamp is and you explain how the recruitment process goes.
3. Ask them to fill out an application form (See KVT's form) and send it to your organisation
4. Make sure that the profile of the applicant fits into the profile of the camp.
5. If you feel that you need more information about the applicant, you can organise a meeting or do a small interview on the phone.
6. If you decide to select the applicant to the camp, meet up or discuss in phone with both him/her and the social workers about the preparation and next steps.

KVT has an application form especially made for the refugees and asylum seekers, so the social worker can fill it out together with the applicant and send it to us. These application forms are then put into the placement system. You can see the application form in the "Downloadable files" section at the bottom of this page.

## 6. Volunteer profile

It is important to make an application process also in order to make sure that the participants are motivated to join and that they have what it takes to live in the campsite for the camp period and that they understand what the camp is. In your country you can decide what is required and expected from the refugees and asylum seekers who apply for the projects, but here are some tips:

1. Ability to communicate in English (no need for a perfect level, but at least some basics in order to communicate with the camp community).
2. Ability to stay in the campsite for the whole period of the camp.
3. Understands what a voluntary workcamp is and commits to its rules (of course these will have to be gone through together first).
4. Motivation to join and work in the camp.

## 7. Volunteer info

We ask some things from the applicants in the application letter in order to know the basic needs, abilities and strengths of the volunteer. This also makes it easier for the camp coordinators to organise the camp. The information is shared only with the office and the camp coordinators, this is very important!

1. Basic information: Name, Sex, Date of birth, Nationality, mother tongue, other spoken languages, Address, Phone number, email address and emergency contact.
2. Experience: occupation/studies/work experience, possible voluntary/community work experience, how can you contribute to the camp, how long have you been in the country?
3. Motivation: Why do you want to join a camp, expectations towards the camp,
4. Additional information needed: diet, allergies, illnesses/medication/disabilities, are you coming alone or with a child
5. Work camps chosen in order of preference. (we give them a list of camps and their brief description)
  - Some information such as "how long have you been in the country" are not relevant in the selection process, but more in the placement and organizing the travels. It is sometimes good to know if the



person has just arrived or has been in the country already for a while. If someone has just arrived, it might be a good idea to invite two people from the same centre so that they can travel together (It is also less work if you always place 2 participants from the same centre to the same camp).

- For languages it might help to place for example two Dari speaking people into a same camp, if one of them has a poorer level of English.
- When it comes to experience, it is good to know if the applicant has some special knowledge or abilities that fit a certain camp, to give him/her a possibility to use them.
- Sometimes applicants don't realise that you can't come with a child to every camp, this is why it is important to ask this and see if there are any camps where it would be possible to join with a child.
- It is important for the camp hosts and coordinator to know if the participants have any special diet such as halal, Muslim, Hindu or if they are for example fasting for Ramadan during the camp period.

## 8. Involving asylum seekers

The placement of the asylum seekers shouldn't be done too early because they are in the process of seeking asylum and their situation can change very quickly. In the case of refugees it is different, since they already have the status.

When you upload a camp in the OPS and you mark the number of volunteers, reserve the amount of places that you want to save for the asylum seekers/refugees from the "free male and female places". This way you have the total amount of participants in the OPS, and volunteers can apply for the free places and you can select the asylum seeker participants closer to the camp period. The refugees and asylum seekers in the case of KVT do not apply through OPS, but with a separate form that they send to the office. There are several reasons for this, such as need to have separate questions and negotiate the applicants with the reception centre. So keep in mind that this causes an additional step for the office, since they need to fill their information to the OPS database based on the application form.

Remember that you are in charge of organizing the travel to the camp site and buying the travel tickets to the participant. You should agree beforehand to whom in the reception centre the tickets are sent and how much beforehand. Always in case the participant lives in a reception centre, send the tickets to your contact social worker from the centre. It is important that in the centre they know when someone is leaving and coming back and there is often a person who is in charge of organizing this. In Finland the tickets need to be delivered at least a week beforehand. Sometimes they might even have to apply for a period out of the centre and justify where they are.

**Note:** It is important to give the participants a certificate where you mention for example acquired skills, how the person works in a group etc., so the participant can use this for his/her work search.

## 9. Preparing them

It would be ideal to meet the asylum seeker participants before sending them to a camp but sometimes if the reception centres are very far it might be hard to organise this. In this case you should at least talk with the volunteer on the phone and go through some important things and advise the social worker to go through the info sheet together with the volunteer.

1. Contact the volunteer and the reception centre to tell that he/she has been approved to join a camp. Tell which camp and when it will be.
2. If you have all the relevant information and info sheet of the camp, send them to both the volunteer and the social worker. If they are not ready yet, promise to send them as soon as possible.
3. Make sure that the volunteer goes through the info sheet together with somebody from your organisation or the social worker. Make sure that he/she understands the following things:
  - What is a voluntary workcamp and what does your organisation do? It is also important to emphasize that the work is volunteering and it is not paid.
  - When and where is the camp and how will the volunteer get to the venue?
  - What kind of work will be done and does the volunteer need to bring some special clothes?
  - How the accommodation is organised and does the volunteer need to bring a sleeping bag?
  - If possible it might be useful to collect extra sleeping bags and rubber boots from your organisation as asylum seekers do not have funds to purchase these and sometimes the reception centres cannot provide these either.
  - Who can one contact if he/she has questions about the camp?
  - Basic rules such as: volunteers stay at the campsite for the whole duration of the camp, the group works together, the times of departure and arrivals back to the centre must be respected etc...
4. Remember to ask if the volunteer has any questions or wishes concerning the camp.

## 10. Preparing the others

Discuss the project with the camp hosts and provide them with some information about placing asylum seekers in the camp. There is not much that changes with the preparations, but you should discuss possible special diets or accommodation arrangements.

**IMPORTANT:** Often camp hosts and coordinators are not sure, how they should regard asylum seeker participants. It is important to emphasize that they are volunteers like all the rest of the camps' participants and them being asylum seekers or refugees shouldn't be underlined or questioned unless they personally want to bring this up. This should be discussed in the camp coordinator training!

## 11. Training camp coordinators

It is important to include information about this project in the training of camp coordinators, so that they understand why and how you are doing these placements and what support is required from them. KVT always tries to invite participants from previous camps to tell about their experiences and give tips to the new coordinators. It is also useful to have the person who is or has been working with this project presenting good and bad experiences and advice.

Since the camp coordinators are the link between the camp host, volunteers and asylum seekers, it is important to encourage them to discuss and ask about any problems or misunderstandings happening in the camp. It is also important that the camp coordinators try to make everyone feel equal and comfortable. Here are some tips about this project that you should remind the camp coordinators of:

- Make sure that either office/camp coordinators contact the host in advance for any special arrangements concerning food and accommodation.
- If there is no meeting point in the beginning and each volunteer has to reach the camp site on their own, ask the coordinators to contact the asylum seekers and make sure they can find their way to the venue.
- Ask the asylum seekers how they feel about photographing and their pictures being published on the internet, and if there is a wish not to do this, tell this to the rest of the group. Of course this should be asked from the whole group, but with asylum seekers it might in some cases be very dangerous to publish their name and picture in the internet. If there are any journalists coming to visit the camp, make sure that this is respected by them as well.
- Make sure that coordinators have all the relevant information about any medical conditions or illnesses. Many asylum seekers who have escaped from traumatic surroundings might for example be under strong sleeping medications.
- When planning a program for the free days, remember that the asylum seekers might not have any pocket money to do something expensive. Make sure that nobody is left out.
- In any difficult case, such as asylum seeker not wanting to go back to the centre, ask the coordinator to contact the office or the person who is in charge of the program.
- Questions of cultural sensitivity: this is important with an international group in general, and as it was mentioned earlier it is important that asylum seeker participants are considered as any other volunteer in the camp. However, the bigger the cultural differences between the societies and customs are, the more cultural sensitivity, understanding and compromises you might need. Most participants come from Middle Eastern and African countries, which differ a lot from the realities of European and Asian participants. You might want to consider for example differences in the way of communication, relations between men and women, use of alcohol, traditions, religion etc.

## 12. Evaluation

In the case of KVT the asylum seekers fill out the same evaluation forms as all the other volunteers of the camp. The camp coordinators are also asked for feedback about their experience. KVT has an evaluation event every year after the camp season. If there is funding, all the asylum seeker participants (as well as camp hosts, social workers and camp coordinators) are asked to join this meeting, where the projects are evaluated based on the experiences and ideas of the volunteers. If there is no such meeting, it would be important to discuss both with the participant and the social worker their experience and possible suggestions for improvement.

- When you have done these placements for a year and you have asylum seekers that have already been on a camp, you can ask them to act as support people for new volunteers. Especially if they speak the same language or live in the same part of the country. You can also then include them in the preparation of the new volunteers.
- If you organize a camp in a reception centre, ask well beforehand what they think about having other asylum seekers in that camp. At least in Finland the centres prefer not to have “clients” from other centres joining a camp in a reception centre.
- KVT has added a section in the info sheets of all camps explaining shortly the project and that there will be asylum seekers and refugees placed on the camps. The rest of the explanation is done by the camp coordinators, so it is very important to prepare them well.

### Challenges you may face:

#### **Risk of cancellation due to different reasons** (mainly negative decision on the asylum claim)

→ Even if the participation to a camp is agreed on earlier, it might be a good idea to buy the travel tickets etc. just before the camp.

Not fully understanding the concept of volunteering (sometimes the concept of volunteering can be quite new/strange and even though participants say they understand, there might be some misunderstandings about the concept of volunteering and a voluntary camp).

→ However, most participants are aware of helping others in their own communities or through their religion, so concepts of reciprocity and altruism are familiar to them, but in a different setting.

#### **A participant does not speak well enough English to communicate with the rest of the group and feels outside of the group.**

→ Remember to emphasize this to the social workers and the reception centre. If they write the application together it might be hard for you to estimate the actual level of English.

A participant is fasting for Ramadan and does not inform you about this beforehand. In some cases it is problematic, since the work is done in the daytime, and the participant does not have energy to contribute.

→ Find out when the Ramadan is each year (often July-August) and check with the Muslim participants joining camps at this period if they are fasting. If yes, discuss what it means to work and organise meals during Ramadan in the camp site.

Participants often have such a great time in the camp that they don't want to return to the centre anymore. This might be psychologically a hard situation for the camp coordinators, since they can't do anything about it or offer many other projects.

→ For this see *Preparing Volunteers For Workcamps*.

Sometimes participants take for granted that there is for example halal food available. This situation, however, can be very new for the host providing the food.

→ Make sure to ask both the participant and the centre for any special diet. A good practical tip is to reserve them vegetarian diet, if unsure about their diet, in order to avoid any unfortunate misunderstandings about diets.

**Cultural sensitivity.** See the chapter *Preparing Volunteers For Workcamps*.

# PREPARING LONGTERM VOLUNTARY PROJECTS

*When a volunteer is working for several months in a project with asylum seekers and refugees, for example in form of an international long-term project or regular activities, some questions have to be considered. When volunteers are placed directly in reception centres for asylum seekers, they could easily replace employees, which has to be avoided.*

We collected some basic Do's and Don'ts for tasks of SCI volunteers:

## Don't-s

Substitution of employees, for example:

- Administrative work
- Main responsibility for individuals (as the needed education is missing on the volunteers' side and therefore the refugees would be unprofessionally accompanied)

## Do-s (good example of tasks for long-term volunteers):

- Management of local volunteers' activities in centres. E.g. in [The Refugee Project](#), co-coordinated by CVS Bulgaria, local volunteers sign up for activities and lessons that they want to give for 4 months, 2 hours or more per week. The long-term volunteer's task is to coordinate these local volunteers and activities (prepare volunteers agreements, communicating, scheduling but not being present him-/herself).
- Empowerment projects for refugees: coordinate refugees offering language courses, cooking classes and asking the local participants for donations (example from an Austrian organization [KAMA](#)), supporting the organization of intercultural evenings, human libraries, etc.
- Offer research and link asylum seekers to existing structures (first map offers from NGO's active in the field and then create a database project with local offers).



# PREPARING VOLUNTEERS FOR REGULAR ACTIVITIES

*In the following we have gathered best practices and guidelines to consider when preparing volunteers for regular activities with asylum seekers and refugees.*

## 1. Selecting volunteers

- Make a call for volunteers and distribute it for example with the help of other NGOs active in the field online, at universities etc. (Arabic studies, Social work etc.)
- Select volunteers that fit the project (application forms): Try to have people with different skills (e.g. people with experience with children, with psychosocial work, with specific language skills etc.); ask them about their preferences in case there are more possibilities concerning location, age group etc.; make clear the volunteers know the requirements when applying for the project.
- Some branches need criminal records extracts; CVS-Bulgaria also asks for a CV from applying volunteers.
- Face to face meetings with preselected volunteers: Speak about the task, clear out possible misunderstandings, confirm motivation

## 2. Training the volunteers

**Best practice:** A 2-day training speaking about:

- general information about asylum seekers (guest speakers from other NGOs)
- working methodology
- intercultural communication, stereotypes
- practicalities: How do we work together? How do we communicate? How do we take care of issues?
- self-care: What kind of boundaries are there in my voluntary work? Which support do I get from coordinators etc.?; Focus on my learning process.

You can prepare a volunteering agreement with rights and responsibilities of the volunteers and the coordinators. It's not a strict legal document, it's just to be sure both sides are aware of and agree to these rights and responsibilities.

### 3. Project coordination

If you don't coordinate the project yourself and the coordinators of the project are supposed to be other volunteers, make sure to also train the coordinators of your regular activity in volunteer management. Give them e.g. a one-day training covering the following topics or give them continuous support and mentorship:

- organizing the group responsibilities
- different stages of group dynamics
- how to keep volunteers active and motivated
- coordination and responsibility of actions
- ongoing support for the volunteers especially in the beginning and later if needed

This preparation of both coordinator and volunteers depends a lot on their previous experience and SCI involvement. Adapt your training and support according to that.

### 4. During the activities

- **Beginning:** Coordinators always stay with volunteers and do the project together. They give support to the volunteers. The volunteers are organised in small groups in order to prepare for their activities. The volunteers themselves should plan the project (e.g. If it's a lesson or a workshop, you can give them some material, but the actual plan of the workshop or lesson should be developed and you should validate it).
- **Midterm training and evaluation:** Catch up on the status of the project; check what is working and what not; how is everybody doing and how we can increase the project's impact; check how the learning process among volunteers is going.
- **Final evaluation:** At the end of a volunteering cycle (e.g. At the end of the year, at the end of the project, for ongoing projects at the end of the cycle) – what worked out, what didn't and how can we further develop the work.

#### *Important points:*

- Clear instructions and objectives for volunteers
- Self-care and boundaries
- Knowledge management: Keep all the materials that you use structured, store reports and tools
- Write down a summary of discussions and meetings
- Make planning concrete and define who is in charge
- Appreciate volunteers and create a pleasant group atmosphere

# START A THEATRE WORKCAMP

*To replicate a theatre workcamp in your country, there are some main questions to be considered before taking the decision*

- **Budget and Fundings**

*How should the budget be planned? What are the main budget categories to take into consideration?*

- Salaries for the theatre/dance pedagogues
- Accommodation and food for the volunteers
- Food for the children, ev. transport costs for the children

*Tips for finding funding - presenting the project or ideas for specific funds*

- Public hand
- Private donors
- Theatre pedagogues who are willing to volunteer
- Food and location donors

- **Project coordination and important roles**

*How many people and which roles do you need in order to coordinate such a workcamp successfully?*

*Differentiation between volunteers and paid staff*

- 1 reliable local coordinator that can fully commit who gets a remuneration
- 1 person willing to do the fundraising in cooperation with the local coordinator (ideally staff in SCl)
- 2 theatre pedagogues paid or if possible even as volunteers
- 1/-2 camp coordinators as volunteers
- 8-14 SCl volunteers incl. international volunteers
- 2 or 4 additional local volunteers for the 2nd week to cook and support the lunch break

- **Project plan and phases**

*What are the usual phases a theatre workcamp goes through - steps important to plan for a successful project?*

- 12 months before: Project plan & budget
- Pre-Research about the places where kids are in the asylum centres and about the access to the children from the asylum centres

- 12 - 6 months before: Fundraising
- until 6 months before: Build project team (define first the local coordinator and then the theatre pedagogues)
- until 3 months before: Recruitment of camp coordinator
- 6 months until some weeks before: Recruitment of local children
- Few months until some weeks before: Recruitment of children from the asylum centre
- 1st week workcamp - preparing the volunteers
- 2nd week workcamp - play theatre with the children
- Workcamp - Theatre/dance performance
- +/- 2 months after: Evaluation & reporting to donors (set deadline for the local coordinator)



#### General tips:

##### Theatre, dance, music

*Advice from theatre pedagogues with experience in the project, which theatre/dance/music approaches and methods work best for that context*

- Rely more on improvisation rather than get them to act out a fixed play
- simple children books can help as story line to get the children into the mood
- Get involved with music suggestions from the children themselves

##### Country and cultural specifics

*It may be good to have in mind that when replicating a project that worked in one country, in another country there may be some differences that need to be considered*

- The implemented workcamps usually recruited international volunteers speaking the local language. This may not be possible in some countries (e.g. Bulgaria).
- *Recruit at least 2-3 local volunteers, in order to help with translation.*
- *Advertise the camp among locals as a chance to practice English.*
- Especially in the current situation, in some countries there may be stronger prejudice against asylum seekers/refugees, which can affect negatively the recruitment of local children.
- *Go through the address lists of local theatre groups, churches, youth centres etc. that work with children anyway and have some trust among the parents*
- In terms of recruitment - the one-week entertainment offers for kids during school holidays can be typical in one country, but untypical in another one.
- *In order to recruit children, you'll need to think of other channels.*

# COMMON ISSUES AND PROPOSED SOLUTIONS

During the Building Bridges training course on working with asylum seekers and refugees that took place near Geneva, Switzerland in June 2016, the Building Bridges working group elaborated the Building Bridges activity report. Based on that the activists from various countries and experienced in different volunteering projects compiled specific cases and solutions for activities with asylum seekers and refugees.



Downloadable file: [Compilation of common issues and proposed solutions](#)

# METHODS

*Here you can find different METHODS AND TOOLS to work on the topic of refugees and migration with different target groups.*

# A STUDY PART ON REFUGEES IN SCI WORKCAMPS

*Ideas and tips on how to organize it*

**Time needed:** 1-2 hours or longer

**Objectives / aim:** raise awareness, break stereotypes, promote critical thinking and constructive approach to the issue

**Level of Difficulty:** medium; the level can vary depending on your plan

In response to the migration crisis in Europe, SCI international community united around the recommendation to try and include in the study part of workcamps in 2016 a component about refugees and how our society should react to the recent migration phenomenon. Below, you'll find some ideas and tips how to organise this. In addition, in the "study part" category you'll find various methods that you can use directly or adapt to your needs, when planning more specific content.

## **Steps:**

1. Decide in which of your workcamps (if not all) you want to include a study part on refugees. If it is on more than one workcamp, it could help you to appoint a person to coordinate this initiative.
2. Make sure you inform the potential workcamp volunteers about it. Put information about the refugee focus of the study part in the description of the workcamp on [www.workcamps.info](http://www.workcamps.info).
3. Decide who is going to organise and implement the study part in each workcamp. Is it going to be the camp coordinator, local activist or organisation, project partner (if they have interest/expertise), someone from SCI's office? When choosing the person, consider which choice would need least organisational support, while providing the biggest impact.
4. Ensure that the person organising the study part has all the support they need - provide them with more information about the initiative, resources they can use to plan their session (link to the toolkit), useful contacts. If you delegate the study part to camp coordinators, then include a special session about it in the preparation seminar.
5. Follow up on the study part plan with the designated person (especially, if they do something like this for the first time). What are they planning? Is it realistic or too ambitious? Have they prepared themselves?

6. After the study part, collect feedback from the designated person and participants on how it went and if it was interesting and useful. Make sure to share good practices on this toolkit, so others can benefit from them as well.

### Tips:



- If the focus of the workcamp is different from the migration issue, try to make a logical connection between both, when introducing the study part. One simple way is to first talk about SCI and then inform volunteers that making study parts on refugees is a worldwide SCI initiative this year. Another approach is to actually try to find and make clear the connection between the topic of the workcamp and the topic of refugees (e.g. how climate change leads to war for resources, climate refugees, etc.).
- Start small – prepare a session of 1-2h. Then depending on the interest of the volunteers and free time available, it can extend to 2-3 evenings – watching movies on the topic, discussing further, etc.
- Make the study part interactive – involve games and media resources if possible. Consider your limitations – possible language barriers, lack of internet, electricity, etc. In any case, avoid long lectures, where volunteers only listen, as this could have a negative effect.
- If possible, try to involve local experts/activists on the topic that could share not only a general overview, but also the specific challenges of their country/region.
- Another good way to raise awareness on the topic is to invite a refugee or asylum seeker to tell their story. They could also/alternatively come and cook a meal from their specific country and eat together with the volunteers. If asylum seekers/refugees could be involved as volunteers in a workcamp, this could be even better than a study part, as other volunteers would be in constant contact with them.
- The study part could involve the project partner and the local public as well. One idea could be to start with a study part session only among volunteers and then organize an awareness raising action among the local community.



# A GUIDE ON PEACE EDUCATION AND GLOBAL LEARNING

## *Peace-learning*

The main goal of this practical guide is to inspire and encourage nongovernmental organizations and youth associations, as well as interested individuals, to actively promote and foster peace education and global learning within their scope of activities.

The first chapters (1-4) provide a theoretical background in order to develop the spirit and philosophy of peace education and global learning, whereas the later chapters (5-8) propose concrete and directly applicable approaches, methods, materials, resources as well as potential contents. If you are only looking for a specific input, just go directly to the chapter which interests you. At the very end you will find two additional chapters (9-10) which present an overall framework of peace learning that integrates and puts into relation the diverse ideas of the preceding chapters.



Downloadable files:  
[Peace Learning Online](#)

# DIVERSE COMMUNITIES: VISUAL METHOD CARDS

## *Playing cards*

During the [Branching Out: \(re\)connecting ideas](#) project, which is part of the Building Bridges campaign, the focus was on sharing best practices and methodologies when working with refugees and asylum seekers, as well as strengthening existing - and creating new - partnerships.

By collecting different ideas, the team developed the [Diverse Communities: Visual method cards](#). These interactive and easy-to-use tool presented as playing cards serve when looking for ways to cherish diversity and to encourage intercultural dialogue among different groups or individuals in a local community or during your international activity. Here you can find the [Instructions for the cards](#). Behind this method are months of hard work and planning and because of that, the team did a workshop on how to use these cards and to collect feedback from participants on whether or not they find this method relevant, useful and inspirational. With these attractive visuals and methods creativity can be brought to any international activity

The project has three main activities:

- Community forum: unique platform where SCI branches, other organizations and volunteer groups will come together, exchange experience and become inspired for their future work
- Local activities: connect the local communities and target groups, while promoting peace through cooperation, using volunteer work as a medium, each done according to the local context.
- Strategic planning workshop: a place where SCI branches and other organizations will be able to discuss future strategies on working with young refugees/migrants and evaluate their past actions.



Downloadable files:

[Diverse Communities: Visual method cards](#)

[Instructions for the cards](#)

# TOOLKIT -

## MIGRATION & REFUGEES

*A workshop outline for international workcamps*

**Time needed:** 2h+

**Objectives / aim:** promote the work on Migrations and Human Rights in international workcamps and similar settings

**Level of Difficulty:** medium; depends how much in depth you want to go with the workshop

**Resources needed:** materials and printouts for the workshop activities

**Contact / Source:** CCIVS [campaigns.coordination@ccivs.org](mailto:campaigns.coordination@ccivs.org)

This toolkit aims to provide you with some basic tools that may facilitate a collective learning experience, and raise awareness on the specific challenges to Human Rights that the world is facing related to migrations, freedom of movement and the rights to be citizens. The tools you will find in the document will give you a basis for discussion and reflection inside your workcamps.

**The toolkit is structured in 3 basic parts:**

- 1. An infokit with background information** about the role and vision of the Raising Peace Campaign on Migrations and Human Rights of CCIVS, about the Campaign itself and on how this toolkit was born.
- 2. An introductory workshop which is focused on culture and interculturality issues:** This would be a basic workshop that could be implemented as a basic introduction. After this, if you can, you are encouraged to complement this introduction with one of the tools of the “Going further on migrations” part.
- 3. Going further on Migrations:** A set of tools connected directly with the topic of migrations and human rights. You can choose to propose only one of these activities, or to propose them all during the camp.



**Downloadable files**

[Toolkit on migration and refugees](#) reference / original source of the method

The Toolkit was developed by [CCIVS](#) at the [Laboratory for Tools and Skills for Peacebuilders](#).

# WHERE DO YOU STAND?

## *Game to open discussion*

**Time needed:** 30-60 minutes depending on the size of the group and amount of opinions!

**Objectives / aim:** Develop discussion skills, argumentation and to foster respect and open-mindedness

**Level of Difficulty:** easy

The activity is quite easy to create; you need to prepare the questions and facilitate the discussion in the activity. However there are some points that you should consider and pay attention to.

**Resources needed:** Room for the activity, facilitator, statements and a group.

**Number of participants:** Any

**Contact / Source:** Emmi Ruohonen [emmi.ruohonen@kvtfinland.org](mailto:emmi.ruohonen@kvtfinland.org)

Where do you stand, is a good way of opening the discussion of the topic in a group and explore what kind of opinions the participants have about the subject. Explain the group that there is an imaginary line, where the other end is "I fully agree" and the other "I completely disagree" and in the middle "I don't know/I don't have an opinion".

The facilitator then makes a statement (here for example arguments about asylum seekers and refugees) and then people place themselves in line according to their opinion. Facilitator then asks a couple of participants, why they placed themselves where they are and facilitates the discussion around it and responses to the statements.

If the group seems to be confident enough, you can play the game so that the participants can have a debate about the question, trying to convince participants to get on their side.

## **Steps:**

1. Consider the age, size and possible background information of the group, so that you are able to create suitable statements.
2. Prepare the statements
3. It is also good to prepare some comments and questions to facilitate the discussion, if it does not come naturally. Sometimes it is good to also have some provocative ones to make reaction.
4. Ask the participants to stand in the middle line and explain that you are now going to read out a series of statements with which people may agree or disagree to a greater or lesser extent. Point out the two extreme positions – the posters stating "I Agree" and "I Disagree".
5. Read out the statements one at a time.

6. Stimulate reflection and discussion. Ask those at the end-points to explain why they have occupied these extreme positions.

### Reflection and discussion of the activity:

#### Tips for debriefing discussion:

- Were there any questions that people found impossible to answer – either because it was difficult to make up their own mind, or because the question was badly phrased?
- Why did people change position during the discussions?
- Were people surprised by the extent of disagreement on the issues?
- Does it matter if we disagree about human rights?
- Do you think there are “right” and “wrong” answers to the different statements, or is it just a matter of personal opinion?
- Might it ever be possible for everyone to reach agreement about human rights?
- Do we need any more rights? Could there be a third generation of rights?

#### Tips:



- Consider the age and other features of the group, so that the statements are not too easy or too difficult.
- Remember to link this activity to the topic or theme that you are dealing with. If this is an independent exercise, remember to either make the statements on a very general level, or preferably have some information, discussion or exercise before to orientate the participants to the subject.
- Try to create an easy-going warm environment, so that the group feels that they can share their opinions. However be understandable if someone doesn't want to express their opinion about some statement.
- Make sure that the discussion stays in a constructive level, so that nobody goes into a personal level or teases another based on their opinions.

#### Links:



Compass - Manual on Human Rights Education with Young People, p.329-331 (Council of Europe) [Compass, pages 329-331](#)

# CONTROVERSIAL MEDIA CAMPAIGN

*Video by Amnesty International Switzerland*

**Objectives / aim:** To stop the scaremongering and to raise awareness about the refugee situation in the country

**Level of Difficulty:** easy

A controversial video to stop the scaremongering before a referendum on a more restrictive asylum law. It wants to show there is no asylum emergency, as asylum seekers in Switzerland are only the 0.5 % of the population.



**Links:**

<https://www.youtube.com/watch?v=CVxmpXt3-Fo> (video only in German)

# WORKCAMP IN RECEPTION CENTRES

*Making the reception centre a nice place to stay*

**Time needed:** 2 weeks + preparation time.

**Objectives / aim:** Volunteers and asylum-seekers get a chance to contribute to renovation work or social projects

**Level of Difficulty:** hard

Organising this for the first time can be a lot of work, but it's worth it!

**Resources needed:** Budget for accommodation and food (if the reception centre can't provide these), reception centre that wants to host a camp, coordinators, volunteers, possible budget for travels and materials.

**Number of participants:** 2 coordinators + 10-15 volunteers

**Contact / Source:** Emmi Ruohonen [emmi.ruohonen@kvtfinland.org](mailto:emmi.ruohonen@kvtfinland.org)

Organizing an [SCI workcamp](#) in a reception centre makes it possible for asylum seekers to be actively involved in the reception centres everyday life and contribute in making the place a nice place to stay. It also makes it possible for the international volunteers to be part of this work and get to better understand the asylum seekers' reality. KVT Finland has held many camps in a reception centre for unaccompanied minors and in regular reception centres. The work done in these camps has been very rewarding and the feedback from all sides has been positive.

The work in a reception centre can be for example organizing leisure activities for the residents or renovating the place. You can also organize events, where asylum seekers and locals can come together. Especially if the centre is in a district that is not very familiar with migration, you can organize some awareness raising events and possibilities to meet the people from the centre.

In a reception centre you need to work closely with the staff and be prepared for quick changes and sudden situations. Accommodation and food most probably have to be provided by a different organisation from the centre and you will need to get acquainted with the rules and practicalities of the centre.

### Resources needed:

Budget for accommodation and food (if the reception centre can't provide these), reception centre that wants to host a camp, coordinators, volunteers, possible budget for travels and materials.

### Steps:

1. First see the steps and the instructions on Preparing Projects and Preparing SCI workcamps with asylum seekers.
2. Contact a reception centre to see if it would be possible to organize an SCI workcamp together with them.
3. Explain what your organization does, why you want to organize an SCI workcamp, what a voluntary workcamp is and what the role of the centre is in organizing it.
4. Set a person to be in charge of the communication and preparation work with the centre, will it be staff or a volunteer?
5. Discuss what kind of work can be done with the camp, what the needs and possibilities of the reception centre are. Is it possible to include the people who live in the centre into the planning?
6. Agree on rules and regulations of the centre and commit to training the volunteers according to these.
7. Make the camp description and upload it on [www.workcamps.info](http://www.workcamps.info)
8. Find camp coordinators and volunteers.
9. Remember to prepare the coordinators and in the beginning of the camp the volunteers about the rules of the centre and some other special situations. For this see *Preparing volunteers for workcamps* in the guidelines section of this toolkit.





### Tips:

- Volunteers must be carefully prepared for example to respect the privacy of the asylum seekers and sensitivity of their experiences.
- Especially with minor unaccompanied asylum seekers it might be interesting (and needed) to also teach some basic habits and cultural skills. For example cleaning days helping the youngsters to be independently in charge of cleaning the house and surroundings.
- Remember to set rules about photographing! If you want to share or publish any pictures of the residents of the centre, ask their permission. Publishing pictures can be sometimes very uncomfortable or even dangerous for them.
- When planning the program, remember to ask what the people living in the centre would like to do and think where you could use their skills and contributions.
- Advise the camp coordinators to create a trusting atmosphere, where you can ask for support from one another in difficulties and facing hard situations.
- Remember that you are probably asked to follow the rules of professional confidentiality, so please make sure that it is respected.

# CONFLICTOLOGY COURSE

## *About the origins and causes of refugees*

**Time needed:** Preparation: 1 month, Activity: 5 sessions of 4 hours each one, Final evaluation: 2 hours

**Objectives / aim:** Raise awareness about non-media refugees and the causes and consequences of the Syrian conflict

**Level of Difficulty:** medium; searching for experts is difficult, as the interdisciplinary approach is key for the course

**Resources needed:**

Venue: Room for 30-90 people; people: 12 speakers, 2 facilitators, 1 coordinator.

**Number of participants:** 30-90 participants

**Contact / Source:** SCI Catalunya [voluntariat@sci-cat.org](mailto:voluntariat@sci-cat.org)

[SCI Catalunya](#) organizes one Conflictology course every year divided in 5-6 sessions of 4 hours as well as one open round table discussion with different specialists. It is one of the most important educational events and well recognized in Barcelona. The aim of the course is to give the specialised education about the causes, journeys and arrival of refugees. The course always starts with a part about conflictology, positive peace and nonviolent conflict resolutions. The second part of the course is focused on a specific conflict which is selected by SCI activists every year. The 2015 conflictology course dealt with the specific causes that create the refugee issue. SCI Catalunya underlined especially the invisible refugees like the ones fleeing Eritrea's conflict, LGBT+, conscientious refugees.

## **Resources needed:**

You will need a budget for the venue, facilitators and speakers, material (projector, PCs, tables, chairs, etc.) as well as food and drinks. SCI Catalunya's budget is usually between 750-1000 Euros.

## Steps:

1. Think about the topic. Which theme do you want to work with?
2. Search for experts and speakers.
3. Coordinate the agendas between the speakers.
4. Launch the course, make publicity, inscriptions.
5. Fix the room and the other facilities.
6. Start the course!



## Tips:

- Make sure that the themes are well chosen.
- Be careful that the sessions are neither too intensive, nor too long.
- Make sure to give time for discussion.
- It's good to have feedback from the participants (survey of satisfaction, things to change, things to improve, etc.).
- It's important to have speakers and facilitators from different educational and professional background in order to reach an interdisciplinary perspective on the issue.



## Links:

[Course page on SCI Catalunya's website \(in Catalan\)](#)

# LIVING LIBRARY

*Reducing prejudices through open dialogue!*

**Time needed:** 3 hours, preparations: 1-3 months

**Objectives / aim:** Reduce prejudices through open dialogue

**Level of Difficulty:** hard; Time consuming

**Resources needed:** venue, tables, chairs, "living books", library guides, list of titles, clock, name tags

**Number of participants:** 7-12 Living Books, 2-3 Library Guides and the library visitors

**Contact / Source:** SCl Switzerland [loretta.scherler@scich.org](mailto:loretta.scherler@scich.org)

What the event looks like: Living Books sit at tables. Visitors get to read the titles of the Books and choose one person to talk to. There can be more than one reader listening to the same book at the same time. Change of book happens for example every 30 min.

## Resources needed:

### Materials:

- Tables and chairs: 1 „station“ per book
- A list of the Titles of the Living books, so that people can have an overview of all books
- Clock to keep track of time
- Name tags for the Living Books to put on their tables
- Snacks and drinks for the Living Books and Library guides

## Steps:

1. Get acquainted with the idea of the Living library so that you can explain it to the people you want to participate as Living Books.
2. Plan a budget, find a place and fix the date and time for the event.
3. Find Living books: contact local asylum seekers, refugees as well as networks and organizations working within the field.
4. Make advertisement for the event, inform the media.
5. Keep the Living Books up-to-date and meet them 30 min-1 hour earlier on the day of the event to give them a last-minute briefing about the event and what is expected from them.



### Tips:

- Personal contacts are the most efficient way to find Living Books – ask also the people you’ve already found to give you suggestions for new books (interesting people often know interesting people and can persuade them to join :D ).
- The original idea of the Living Library is to keep the Book titles very short - only 1-2 words like „Immigrant“, „Muslim“ etc. so that the „stamp“ on or the prejudices against that person are clearly stated.
- Remember: The Living Library is all about sharing personal stories and dialogue!
- We actively ask visitors to support the event with an amount of money they feel comfortable with and have been able to cover the cost of food and drinks for the Living Books with these contributions.
- Ask for more tips from SCI Switzerland!



### Links:

[Human Library UK](#)

reference / original source of the method

# ANTONIO AND ALI

## *Intercultural game on stereotypes*

**Time needed:** 30 min

**Objectives / aim:** Explore stereotypes and how they influence our expectations

**Level of Difficulty:** easy

**Resources needed:** A ball, Paper and pen for the observer, Flip chart and marker pen

**Number of participants:** 8 - 10.

**Note:** larger groups can be subdivided

It is said that creative work needs to be done in loneliness, have you ever tried to create a story with 10 people or more? Here's an opportunity to try it!

This game aims to explore the images we have about people from other cultures, social groups etc. and to be aware of how these images condition our expectations of people who belong to other groups

### **Steps:**

1. Ask people to sit in a circle.
2. Ask one of them to be the observer. Explain that they have to sit outside the circle and write down the story which is going to be created.
3. Explain to the rest of the group that together they are going to create a co-operative story. For this they are going to use a ball.
4. Hen say: « This is the story of Antonio, a young man from Madrid » and pass the ball to a member of the group and invite them to continue with the next one or two sentences of the story, and to then pass the ball to someone else.
5. Continue in this way so that the story is built cooperatively.
6. After 10 or 12 turns ask for the ball and say: « Antonio knows Ali, a Moroccan boy who also has a story » and pass the ball back to someone in the circle and ask them to start telling Ali's story.
7. Bring the activity to an end after about 10 or 15 minutes.
8. Debriefing and evaluation: Ask the observer to read the notes they took about the stories. Then ask the group to say what the stories of Antonio and Ali tell them about their different lives and follow on with

comments about how this relates to the images we have about young men from Madrid and Morocco. Make notes of the main points on flip chart. Ask where these images come from. Did everyone have similar images of Spain and Morocco? Why? Why not?

### Tips:



- It is best if the story is made spontaneously and with a fast rhythm. In this case the observer may have difficulty in noting everything down. This problem may be solved by having a second observer or by recording the story on a tape.
- It is important that the activity is initially presented simply as the creation of a co-operative story
- The names of the characters will lead the group to the theme you want to explore. Therefore, if for instance, you want to do some work around immigrants you should choose names traditionally associated with the majority and immigrants. If you want to deal with images of men and women, choose male and female names.
- This activity can be adapted to any situation where there is discrimination by setting the scene in the first sentence of the story: « this is the story of Frank, a young homosexual... » or « this is the story of Maria who is physically disabled... » and compare it to the story of somebody from the mainstream in society.

### Variations

1. Divide the group into two sub-groups and ask each group to work on only one of the stories. Afterwards, compare the two. This variation has the advantage that the participants do not suspect that the stories are to be compared. It is important that the participants are split into the sub-groups at random.
2. Form two sub-groups and ask each group to draw or write the biography, or an important moment in the life, of one of the characters in the story. Afterwards compare the two biographies or stories.



Reference / original source of the method:

[All different – All equal, Education Pack, p. 63 \(European Youth Centre\)](#)

# THE BORDERS TRIAL

*A role-play on the meaning of territorial borders*

**Time needed:** 1 to 1,5 hours

**Objectives / aim:** Question the existence of borders, raise awareness on migration issues

**Level of Difficulty:** medium; Some participants will feel like they don't have enough knowledge to participate, it is advised to have a session on migration law and history previously

**Resources needed:** Paper and pencils, Prepare in advance some material that the participants can read - some simple articles, sites in the internet, etc.

**Number of participants:** Minimum of 4 and maximum of 12

**Contact / Source:** Tiago Lila [tiago.lila@gmail.com](mailto:tiago.lila@gmail.com)

The activity is basically a fake trial with two opposing sides. The group should be divided in two and each sub-group is randomly given one of the sides: "Territorial borders are necessary" versus "Territorial borders should be abolished". The groups are given half an hour to research material and information and to gather their arguments in favour of the opinion they have to defend.

After that, the groups face each other in a large table and it's time to debate. Only one person from each group can speak at a time but each person can speak more than once. You can put a time limit to each participation. Before each person starts speaking, it is mandatory that they make a summary of what the last person speaking said (apart from the first person speaking, obviously). Only if the last person speaking agrees with the summary, can the new person go on with their argument. Participants will realise how little we understand of the message of the others.

The game can stop when they run out of arguments or if they start to divert from the topic. It shouldn't last longer than one hour. Debriefing should follow, with the group reunited.



## Steps:

1. Prepare informative material and two sets of paper and pencil for each subgroup.
2. Inform the group of the methodology not telling them the topic
3. Divide the group in two
4. Inform them of the topic and of the opinion each group should defend
5. Give them half an hour to prepare the argumentation
6. Ask them to sit side by side within their group and facing the other group
7. Inform them of the rules of speaking
8. Moderate the debate to the least possible, making sure they respect the rules but not commenting on the content of the discussion
9. Check time and finish game
10. Debriefing



## Tips:

- People will feel bored of having to summarise the other's opinion but it is important to keep this rule and the facilitator will have to make sure of this. In the debriefing it will be very interesting to analyse their reactions to this rule and why they think it exists.
- Try to accompany each group's preparation and make sure every person got a chance to share their ideas, even if not confident about the topic. One or two persons will take the lead in the argumentation and there is nothing you can do about it (to make a rule to avoid this is, in my view, unproductive) but if all of them have a say in the preparation, you can better ensure the impact of the activity.

# DREAMS

## *Intercultural game on equality and solidarity*

**Time needed:** 1 hour

**Objectives / aim:** Stress equality, generate solidarity and empathy,

**Level of Difficulty:** medium

**Resources needed:** Flip charts and markers

**Number of participants:** 6-40

One characteristic that we, as human beings, all share is the ability to dream and imagine a better future. This activity strengthens feeling of equality within the group through the sharing of dreams and visions.

### **Issues addressed:**

- Equality beyond cultural or ethnic origin
- Solidarity and empathy between members of the group

### **Aims:**

- To stress equality within the group
- To generate solidarity and empathy and to create a positive atmosphere in the group
- To encourage co-operation

### **Steps:**

1. How you organise this activity will depend on the size of your group. If it is a medium-size group (10 people) do it as a whole group brainstorm. If the group is large, divide people up into small groups of 5-6.
2. Tell them to spend the first five minutes reflecting on their own, how they would like things to be the future - in terms of family, job, hobbies, housing, personal development, civil rights, etc.
3. Then ask people to share their dreams and aspirations saying what they are and giving reasons. They should write down, or preferably draw, any common features on a flip chart e.g. having a job, travelling, having children, their own house, etc.

4. Ask each group to present their drawings or conclusions to the plenary.
5. Continue by asking people individually or in the groups to identify 3 concrete things that prevent them from pursuing their aspirations and 3 concrete things that, they as a group (or an organisation) can do together to get a bit nearer to seeing their dreams come true.
6. Debriefing and evaluation: Start by asking people to share the feelings they experienced while doing this activity and then to say what they enjoyed about the exercise.

Follow with other questions:

- Was there anything that surprised you?
- Do you think that everybody should have the right to pursue their aspirations?
- Do you feel that some people may have more chances than others? Who and why and is it fair?
- How can you support each other in practical ways to overcome the barriers and make your dreams come true?

#### Tips:



- This activity can be a good stimulus to the group and to individuals providing they manage to be specific about their dreams and to identify practical things which they can do together. It is important to stress this collective approach in order to overcome individual shortcomings e.g. « I do not know how to do this or that ».... 'I don't have the tools..'
- The activity works better if the visions are put together in a creative way. If the group has difficulties in drawing, you can make use of collage techniques with old colour magazines, scissors and glue. Alternatively, you can invite people to present their vision as a short drama (sketch). Any method which facilitates creative and spontaneous expression is preferable to using only written or verbal communication.
- It is easier to make the links with racism, xenophobia and anti-Semitism if the group is multi-cultural. Otherwise, the question « Do you think everybody has the right to pursue their dreams » should help lead the discussion and reflection in this direction.



#### Reference / original source of the method:

All different – All equal, Education Pack p. 74 (European Youth Centre, 1995)

# AGAINST ALL ODDS - ONLINE GAME

*A game about what it is like to be a refugee*

**Objectives / aim:** increasing understanding and knowledge of refugees

**Level of Difficulty:** medium

Players take on the role of a refugee, and play through twelve stages - depicting their persecution and flight from their native country to their eventual integration into a foreign country as an asylum seeker.



## **Tips:**

The game is suitable as an intro to a discussion on the topic. You could put a practical focus to the discussion - what can participants actually do to improve the situation of refugees in their community.



## **Links:**

<http://www.playagainstallodds.ca/>

# TAKE A STEP FORWARD

*Game about the inequality in society*

**Time needed:** 30-60 minutes. Depending on the size of the group and the amount of questions.

**Objectives / aim:** Issues addressed include: Social inequality, discrimination and exclusion, empathy and its limits

**Level of Difficulty:** easy; the activity is quite easy to organize and does not need very much preparation time. Prepare the role cards and carefully read through the instructions beforehand.

**Resources needed:** Role cards, facilitator, participants, a space where you can move

**Number of participants:** 10-30

**Contact / Source:** Emmi Ruohonen [emmi.ruohonen@kvtfinland.org](mailto:emmi.ruohonen@kvtfinland.org)

We are all equal, but some are more equal than others. The activity aims to promote empathy with others who are different, to raise awareness about the inequality of opportunities in society and to foster an understanding of possible personal consequences of belonging to certain social minorities or cultural groups.

In this activity you hand over different role cards to participant and ask the participants to get into this role. Then you present several questions and ask the participants to react to these questions through their role. Important part of the activity is to discuss about the participants' feelings and experiences and reflect them together with the question of social injustice and human rights.

## Steps:

1. Ask the participants to form a line and to listen to the instructions.
2. Hand out the role cards at random, one to each participant and before handing them tell them to keep it to themselves and not to show it to anyone else.
3. Ask them to read their role card and to begin to get into role by thinking about the following questions:
  - What was your childhood like? What sort of house did you live in? What kind of games did you play?
  - What sort of work did your parents do?
  - What is your everyday life like now? Where do you socialise? What do you do in the morning, in the afternoon, in the evening?
    - What sort of lifestyle do you have? Where do you live? How much money do you earn each month? What do you do in your leisure time? What you do in your holidays?

- What excites you and what are you afraid of?
- 4. Now ask people to remain absolutely silent and tell the participants that you are going to read out a list of situations or events. Every time that they can answer “yes” to the statement, they should take a step forward. Otherwise, they should stay where they are and not move.
- 5. Read out the situations one at a time. Pause for a while between each statement to allow people time to step forward and to look around to take note of their positions relative to each other.
- 6. At the end invite everyone to take note of their final positions. Then give them a couple of minutes to come out of role before debriefing in plenary.
- 7. Ask people to remain where they are standing and start asking participants about what happened and how they feel about the activity; How did people feel stepping forward - or not?
- 8. Questions to help the discussion:
  - 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?
- 9. Can people guess each other’s roles? (Let people reveal their roles during this part of the discussion). Ask then participants standing at different places to read out loud their role. The other participants can then ask possible questions about the role or reflect on the place that the “role” is standing in.

#### Questions about the role:

- 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?
- 10. Ask participants: 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? If the question is very hard, but you would like to go through the human right violations, you can present some human rights to the group and think about these points together through the roles and experiences.
- 11. If you want to continue the discussion, you can ask: What first steps could be taken to address the inequalities in society?

#### Tips:



- The most impressive role cards can be descriptions from real life situations and roles. At the end you can anonymously tell more about the people and how they are at the moment. This makes the activity more impressive for the participants, because the roles are not imaginary.
- Often the young participants consider the game as a competition, so whoever gets in the front first wins. You can reflect with the group if everyone think that these participant are standing approximately in the right area (of course not too explicitly, but if you see a clear case of contrast with the role card).

- Especially with younger participants you can help the reflection by asking them to think what would they have answered if they played by being themselves, without any roles. If you have time and you think it is appropriate, you can even do another round by asking the questions to the participants themselves, in order to help them compare the situations of the roles to their own ones. However remember to keep this in a personal reflection level, so that nobody needs to share stories from their own lives.



**Links:**

reference / original source of the method

**Compass - Manual on Human Rights Education with Young People, p.217 (Council of Europe)**

[http://www.eycb.coe.int/compass/en/pdf/2\\_38.pdf](http://www.eycb.coe.int/compass/en/pdf/2_38.pdf) -

# SWITCHED-UP STORYTELLING

## *Interactive game*

**Time needed:** Min 60 min.

**Objectives / aim:** Empathize with somebody else's experience

**Level of Difficulty:** easy

**Number of participants:** Min. 4 pairs

**Contact / Source:** Tània Muñoz, SCI Hellas

You share a personal story to another person, who will later repeat the story as if it was his/her personal one.

### **Steps:**

1. Split people in pairs (it's better if they don't know each other already)
2. Every pair has 20 min. to share their stories.
3. After the 20 min/ have passed create a circle with all the participants.
4. Every person has max. 10 minutes to tell the story that the other persons told him/her and optionally to describe the feelings that the story made him/her experience.
5. The activity is over when everybody has narrated the story that the other person has told him/her.



### **Tips:**

Do not force people to speak about very private or uncomfortable experiences.



# ACROSS THE SEA: JOURNEYS & STORIES

*Mapping migration routes in the Mediterranean Sea*

**Objectives / aim:** Documenting migration journeys along routes of the Mediterranean Sea

**Level of Difficulty:** medium

Across the sea is aimed at documenting migration journeys along main routes of the Mediterranean Sea. A group of media experts (video and audio) from Italy, Spain, Tunisia, Israel and Malta have visited several places along the routes that cross Mediterranean. The objective of the journeys was mapping the migration routes passing through those places. Media experts have made use of video, audio and photos to collect stories.



**Links:**

<http://www.acrossthe sea.net/>

# GO VISUAL!

## *Icon Dictionary on Migration*

**Objectives / aim:** visualise different aspects of forced and voluntary migrations

**Contact / Source:** Małgorzata Tur [malgorzata.tur@gmail.com](mailto:malgorzata.tur@gmail.com)

With this electronic publication SCI Poland equips teachers and educators with a set of 51 icons – simplified drawings – that allow to visualise in a few seconds concepts like: refugee, persecution, migration, discrimination, support, integration, etc. The icons are easy to redraw and need no artistic skills – literally everyone can copy them!

The dictionary, with content by Małgorzata Tur and drawings by Dominika Ratajczyk, is intended mostly for trainers, teachers, and facilitators, although also many other groups may find it useful. It is universal and can be used by educators in various countries.

The icons can be used to visualise different aspects of forced and voluntary migrations. They were carefully chosen as to portrait several stages of the migrant's life.

The icons should assist the educators in transferring the message – no matter if it aims to increase the participants' knowledge, skills, or change their attitudes. The pictures complement the verbal message, and additionally arouse emotions, as they help to empathise with refugees and other migrants.

You can copy the icons and make print-outs, you can show them in your digital presentation, but – even better – you can practise to draw them on a flipchart or whiteboard, and draw them live during a lesson or workshop, in any size and combination you need. All icons have been created in a way that allows them to be drawn in 5-10 seconds, even by non-professionals.

Please feel free to experiment, alter or combine icons, or draw a new one! The dictionary can have subsequent editions, and it would be great to include your icon idea in the next one! Please send them to [malgorzata.tur@gmail.com](mailto:malgorzata.tur@gmail.com) or post on Facebook using the #govisual hashtag.

We also encourage you to post on Facebook photos of your flipcharts, and snaps from your workshops, tagging them with the same #govisual hashtag (remember to categorise your post as 'public'). It will be a valuable feedback for SCI Poland regarding where and in which situations the icon dictionary is used!



**Downloadable files:**

[Go Visual Dictionary EN](#)

reference / original source of the method

The publication was developed within the “Go Visual! Creative education about migration” project by SCI Poland with the financial support of the European Commission.

# FUNDRAISING DINNER

## *Raise funds and awareness*

**Time needed:** 2-4 hours + preparation time

**Objectives / aim:** Collect funds for activities with refugees and asylum seekers, raise awareness about the topic

**Level of Difficulty:** medium; the level of difficulty depends on your resources and amount of funds that you need to collect.

**Resources needed:** Volunteers to organize, a group of good cooks, place, food ingredients (there is no need for a big budget, since the budget consists of the price that is paid for the dinner), program.

**Number of participants:** As many that you can fit to the place and serve food to.

**Contact / Source:** Emmi Ruohonen [emmi.ruohonen@kvtfinland.org](mailto:emmi.ruohonen@kvtfinland.org)

KVT Finland organized a fundraising dinner in 2015 in order to collect funds to cover the costs of placing asylum seekers to SCI workcamps. A fancy three course meal has been prepared (combination of vegetarian-sudanese-middle eastern food) with drinks and asked a contribution of €40 for the dinner. Then people has been invited to the dinner and there were approximately 50 joining. In case people wanted to contribute but couldn't come to the event, they could contribute by giving a support donation.

In the event KVT's activities were presented round the topic through a video and some pictures. Cooperating guest speakers such as volunteers, staff from reception centres, as well as asylum seekers that have participated in an SCI workcamp and the "Refugee Woman of the year" selected by the Finnish Refugee Council have also been invited. There was a Somali musician performing, and the Awakening Awareness exhibition set up.

## **Steps:**

1. Find a group of volunteers that would be in charge of organizing such an event and prepare the meals.
2. Set the time and place of the event.
3. Find guest speakers and performers.
4. Make the invitations and consider who you would like to invite. Send the invitations early enough, so people could be able to make it. In the invitation set a deadline for subscription and paying for the dinner so you know how many guests are coming and what the budget is.

5. If you want some visibility to the event, invite media.
6. Prepare a presentation of your organization and the work that you do.
7. Plan the meals and amount of ingredients that you need.



#### Tips:

- For a fundraising dinner it is important to invite people beforehand, set a subscription date and ask to pay the dinner card beforehand. This way you can calculate how much you can spend and guarantee to make profit. KVT collected over 1000 € with this kind event and could place 20 asylum seekers on an SCI voluntary workcamp in Finland!
- Remember to consider allergies and diets and ask about them beforehand.
- Make sure to count in free meals for the guest speakers, performers and volunteers.
- Note that the preparation takes some time and efforts, depending on how much resources you have and how big you want the event to be.

# A DAY OF ACTION

*About forced migration, human rights, peace & war*

**Time needed:** 4-8 hours or a whole weekend! Preparation time depends on the program that is planned and resources that you already have.

**Objectives / aim:** Raise awareness about forced migration and human rights, bring asylum seekers and locals together

**Level of Difficulty:** medium; depends on the amount of existing resources and volunteer efforts in organizing such an event

**Resources needed:** Place, volunteers, speakers/facilitators, food, participants, possibly a small budget to cover the travel expenses of asylum seekers.

**Number of participants:** As many as you wish

**Contact / Source:** Emmi Ruohonen [emmi.ruohonen@kvtfinland.org](mailto:emmi.ruohonen@kvtfinland.org)

KVT Finland organized a weekend of action with the topic of human rights, peace and conflict.

On Saturday local volunteers invited people from a local reception centre to an outdoor trip in a Finnish national park. In the evening people were invited to watch short films about forced migration and human rights.

On Sunday there was a bigger event presenting a speech about asylum seekers' adaptation into Finnish society, a workshop about the peace building process in South Sudan, a discussion about human rights in Ukraine and Russia and a documentary made from KVT's Awakening Awareness theme camp. The Awakening Awareness exhibition was also set up in the space, accompanied, of course, by food and discussions.

You get the most out of the event if you invite refugees and asylum seekers to contribute in organizing it. There could be people who would be happy to cook something from their countries, tell their stories or present the situation in their countries.

## Steps:

1. Select a topic for the event and discuss what kind of activities you want to include to it. Do you want to have an action day or a whole weekend?
2. Who could you invite to run workshops or make presentations about the topic?
3. How can you include asylum seekers in organizing the program and the other preparations?
4. What kind of budget do you need?
5. Invite volunteers to help you organize the event and help with practicalities.
6. Contact reception centres and put up some posters there about the event.
7. Who will be cooking and what?
8. Advertise the event on your website, Facebook, mailing lists etc...

## Tips:



- If the reception centre is far, the participants from there might need transport. It might also be a good idea to send some volunteers to pick them up!
- Try to have different kinds of activities in the event so that there is variation and different perspectives (for example not to have 4 different speeches about the topic in a row).
- If you invite asylum seekers to present something, remember to include them in the planning process and to discuss their own limits on what they want to share.

# WORLDS OF WOMEN EVENT

*Bringing women from different backgrounds together*

**Time needed:** Event 2-5 hours + preparation time

**Objectives / aim:** Reach refugee/asylum seeker women and encourage them to join events, courses or projects.

**Level of Difficulty:** medium; depends on the size of the event, the available support of other NGOs/volunteers and available funds

**Resources needed:** Place, volunteers, food, music, other NGOs that work with women

**Number of participants:** As many as can fit in to the venue

**Contact / Source:** Emmi Ruohonen [emmi.ruohonen@kvtfinland.org](mailto:emmi.ruohonen@kvtfinland.org)

Often (at least in Finland) when volunteer events are organized, most of the refugee/asylum seeker participants are men. In the integration processes as well, it seems to be more difficult to reach women and have them join events, courses or projects. Additionally, in some areas there is a huge gap and negative attitudes between local people and migrants. In this case it is very important to try to bring these different groups together and create a space, where they can meet. A women's event can be one way of doing this!

KVT Finland organized an event called "the worlds of women" together with the Awakening Awareness theme camp in eastern Finland. A musician from Bangladesh was performing her music and presenting Bangladeshi styles and dances. Different food has been prepared from all over the world, and an exhibition and local women's associations was also present.

The best part was a fashion show with the volunteers presenting how women in different parts of the world dress. Beautiful costumes from all over the world, with decoration and pictures of the area in the background served also to make the ambiance.

The people joining the event were local and migrant women and children. Some women even came from the nearby town.

### Resources needed:

Time you need to prepare the event depends on how much you need or want to advertise and what resources you have.

### Steps:

1. Get together a group which will be in charge of organizing the event. It can also be organized together with an SCl workcamp.
2. Consider what your budget is and what activities you can organize with it.
3. Find a venue and possible performers.
4. Will you serve food, what kind?
5. Who will you want to invite and how will you reach these people?
6. In case of performances and music, make sure that you have the equipment for it.
7. If you want to have a fashion show, start collecting clothing for this early enough.

### Tips:



- Consider that some migrant volunteers will feel more comfortable if the event would indeed be only for women (especially if there is dancing, clothing etc.). For example in Finland some Somali women were brought to the venue by their husbands and asked if it is only for women. Also some Afghan girls felt free to dance, which wouldn't be approved by all men in their community.
- If you organize the event with a workcamp, make sure that there are some interesting activities also for the male participants meanwhile.
- You can find some information and pictures about the event in [the blog](#) writing about the Awakening Awareness camp.
- You can see parts of this event in the [Awakening Awareness camp documentary](#).



# EXERCISING OUR RIGHTS!

*A manual with new tools supporting social cohesion*

Level of Difficulty: easy

This manual includes newly developed activities, tested by an international group of participants in their local communities as well as in international surroundings to ascertain their effectiveness in promoting social cohesion.



Links:

[Exercising our Rights! The Manual online](#)

# SCHOOL AND YOUTH CAMP VISITS

Reach youth with global questions and information

**Time needed:** Depending how much time you have for your visit

**Objectives / aim:** Make youth understand backgrounds and facts about forced migration through exercises and workshops

**Level of Difficulty:** medium; it takes time and efforts to plan the lessons, but doing the activities with the group isn't hard.

**Resources needed:** School visitors, training, clear material and instructions, school/camps to contact.

**Number of participants:** A whole class or a camp group. Sometimes activities can be adapted to even a bigger group.

**Contact / Source:** Emmi Ruohonen [emmi.ruohonen@kvtfinland.org](mailto:emmi.ruohonen@kvtfinland.org)

The main objective is to give non formal global education on a local level and to give a more interactive and awareness raising way to study the subject. The main aim is through exercises, discussions and workshops to make youngsters understand for example the reasons behind the refugee crisis, conditions that the refugees and asylum seekers face and the reasons why they needed to flee. With this information and encounters, the aim is to reduce prejudice and correct misunderstandings.

## Steps:

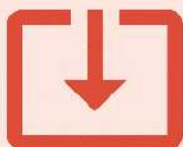
1. Plan the topic that you want to present and questions you wish to discuss.
2. Seek some volunteers who would be willing to do these visits and workshops.
3. Make sure that you train the volunteers and include them in preparing the material.
4. Contact schools and youth groups and offer the visits.
5. Remember to evaluate the visits and get feedback from teachers or coordinators!



### Tips:

- KVT Finland has done some global education through school visits and youth camp visits. An alternative to school visits is to visit youth camps, since they provide a more active atmosphere to organize more intensive workshops. These camps can be for instance: scouts, church or other youth camps.
- You can also organize an SCI workcamp, where you do school visits. KVT organized a global education school visit workcamp in Lapland. For more information contact Emmi.
- When going to a new class/group, ask beforehand if there are any situations (racism, strong attitudes, bullying, many refugees...) that you should consider in your activities. This helps to create topics that are relevant to the groups, and methods that don't exclude anyone.
- KVT did some workshops in confirmation camps. If you do visits in church based camps, it can be very interesting to have a topic about religion, racism and prejudice (of course only if the visitor/facilitator has knowledge about the topic).
- Many NGO's do school visits. [Some ideas about global education in schools.](#)
- You can download below a presentation about forced migration and racism with some easy activities. Have in mind that the presentation has been made for a classroom of 12-year-olds, so the topic and exercises are presented in a very simplified level. Feel free to use and modify this for your own purpose
- When preparing exercises and workshops around the topic of asylum seekers and refugees, it is good to have facts from both local and global level. It is important to make youngsters understand why people flee and from where they flee. So before doing any activities present some facts, ideas, questions and discuss about them.
- Good points for exercises and workshops are for example prejudice, racism, peace & conflict and mutual understanding. Check the "interactive games" section of this toolkit for more ideas and tips. You can for example do activities such as "Where do you stand", "Human rights through pictures", "World lunch", "World café" or "Take a step forward".

### Downloadable files:



[Improving quality \(quality criteria for global education school visits\)](#)

# THEMATIC WORKCAMP

*Human rights, refugees, raising awareness*

**Time needed:** 2 weeks and a lot of time to organize!

**Objectives / aim:** Give volunteers ideas, information and methodology, raise awareness about the topic on local level

**Level of Difficulty:** hard; you have to organise the camp coordination, communication with locals, funding, camp framework

**Resources needed:** budget for organizing a camp, coordinators for the camp, venue, co-operative partners on the local level, volunteers for the camp, information and resources to run workshops and activities.

**Number of participants:** 2-3 coordinators and 10-15 participants.

**Contact / Source:** Emmi Ruohonen [emmi.ruohonen@kvtfinland.org](mailto:emmi.ruohonen@kvtfinland.org)

KVT Finland has organized two theme [SCI workcamps](#) around the topic. They were both part of the Global Education initiative, which was funded by the Foreign Ministry's development co-operation fund.

The first camp was a school visit camp, where a group of international volunteers and asylum seekers living in Finland prepared global education workshops that were held in schools in Lapland. The first week was used for the group to discuss and study global education themes and topics and to plan the workshops. The second week of the camp was then used organizing these workshops in the schools of Rovaniemi and Kemi.

The second camp was a human rights camp concentrated mostly on forced migration and racism through the topics of minorities and asylum seekers. The camp was held in a town that is facing a lot of racism and intercultural conflicts. The volunteers of the international workcamp prepared events such as human library, football match and Worlds of women event and visited local schools and elderly houses. Workshops to study the subject especially in the beginning were prepared.

In a thematic workcamp it is important to work together with the locals, who know the people, area and places. You should also carefully think if the aim is to raise awareness, or to study the theme with the group, or both.

The target group depends on what topic and method you decide to use, and who you involve. In KVT's camps the participants have been both international SCI volunteers, and asylum seekers. In the school visit camp the target group was schools, youth but also local general public. In the awareness raising camp, all groups have somehow been included in different activities.

## Steps:

1. Discuss what kind of resources you need in order to organize such a camp and whether you have them.
2. If you need to apply for funding, apply for it early enough in order to guarantee the camp really takes place.
3. Contact local people and NGO's of the area and start planning possible events and co-operation on them. Visit the venue.
4. Who would be in this camp? Do you want only international volunteers or also for instance local asylum seekers? How do you select volunteers?
5. Make a camp description and upload it on [www.workcamps.info](http://www.workcamps.info).
6. Select the volunteers and camp coordinators.
7. Delegate tasks also to the camp coordinators.
8. Start planning the activities and schedule in a more concrete level.

## Tips:



- Consider asking an additional motivation letter from volunteers, in order to make sure that they are motivated and will be able to contribute to the topic of the workcamp.
- Make sure that volunteers can all contribute to the activities, but that they also get free time. Often the program in such thematic camps can be quite intensive.
- The coordinators should visit the venue beforehand, so that planning events can be concrete and realistic from the beginning.
- Consider having someone outside of the group to be preparing meals, as volunteers will be quite busy planning the activities and preparing themselves in the study sessions and workshops.
- Consider having someone outside of the group to be preparing meals, as volunteers will be quite busy planning the activities and preparing themselves in the study sessions and workshops.

# WORLD LUNCH

## *Interactive game on wealth distribution*

**Time needed:** 1 hour

**Objectives / aim:** Make people think about wealth distribution, population distribution and refugees' movements

**Level of Difficulty:** easy

**Resources needed:** Broad space, chairs

**Number of participants:** 10-40 and narrator

**Contact / Source:** Alessandra [alepap@sci.gr](mailto:alepap@sci.gr)

The concept of this activity is that participants are first pushed to think about their idea of wealth distribution, population distribution and refugees' movement all over the planet and later they discover the real numbers according to official data.

### **Resources needed:**

- One chair for each participant
- Broad space
- One narrator
- The charts with the numbers (find them attached in the link below)

### **Steps:**

1. Divide the space into 5 continents: ASIA, AFRICA, EUROPE, LATIN AMERICA, NORTH AMERICA. Ask the participants to put themselves (no chairs yet) in the continents according to what they think it is the distribution of population. Then give them the real numbers (according to the numbers in the link). Tell them to remember where they have been placed.
2. Give one chair to each participant: ask them to put them in the 5 continents according to what they think is the WEALTH distribution in the planet. Then give them solution (according to the numbers in the link). Then ask them to sit on the available chairs according to the continent where they belonged before (Phase 1).

3. Finally ask people to be refugees and position themselves in the continents according to what they think it is the number of hosted refugees in each continent. Then correct (according to the numbers in the link).

#### Tips:



- Finally ask people to be refugees and position themselves in the continents according to what they think it is the number of hosted refugees in each continent. Then correct (according to the numbers in the link).
- Try to stimulate participants to think how different the common opinion on such themes is, compared to what it is the reality.
- Be informed about theoretical migration/refugees issues, in order to give some answers to the questions that participants may rise.

#### Links:



[UNHCR – Figures at a glance](#)

[The Refugee project](#)

[World Migration](#)

# WORLD CAFÉ

## *Brainstorm and create discussion*

**Time needed:** ½ - 1½ hours depending on the size of the group and amount of questions.

**Objectives / aim:** Learn from others, reflect the topics on a deeper level in interaction with the group

**Level of Difficulty:** easy; the activity is quite easy to prepare, you basically only need to prepare questions or topics to discuss. However it is important that the topics are interesting, since the whole activity works around them! The activity is quite clear to facilitate and easy to implement if you don't really know how much the participants know about the subject.

**Resources needed:** Big paper, marker pens, a space where you can set groups to discuss in a distance from one another.

**Number of participants:** 12-40 It is good to have 4 topics and at least 3 people per group. However if you have more than 5-6 topics or more than 7 people in a group, the discussion might be hard to organize and facilitate.

**Contact / Source:** Emmi Ruohonen [emmi.ruohonen@kvtfinland.org](mailto:emmi.ruohonen@kvtfinland.org)

**The World Café** is built on the assumption that people already have within them the wisdom and creativity to confront even the most difficult challenges; that the answers we need are available to us; and that we are wiser together than when we are alone.

Select 4-6 topics or questions around which the participants brainstorm and discuss, and then write their ideas down for the next group to continue or they can use as starting points. This way everyone gets to share their ideas on each topic. The topics can easily be selected based on the theme, subject or age of the participants. With the topics of refugees and asylum seekers you can add for example opinions, media headings, statements, facts and questions.1. Divide participants into groups of 3-7 people. Depending on the size of the group, choose one topic/question per group.



## Steps:

1. Write the topics on a big paper and place them around the room. Give each group -10 minutes to write down their ideas and discussions on the paper
2. Then ask the group to circulate to the next topic. Continue until every group has discussed about each topic.
3. Discuss together about each topic. The last group of the topic can present what has been written in their paper. The facilitator can pick some interesting points and continue discussion about them.
4. Discuss together about each topic. The last group of the topic can present what has been written in their paper. The facilitator can pick some interesting points and continue discussion about them.



## Tips:

- This method is often used with groups in planning and as a starting point of creation work. However it can also be used with discussions and introduction to a subject or for the facilitator to get to know the groups ideas.
- If possible you can name a facilitator for each group who stays always with the first topic. This way he/she can easily sum up what has been discussed to the next group. It would be great to have a facilitator outside of the participants, so that all participants could visit each topic. If no outside-facilitators are present, the person can be someone from the group but the person changes each round so that someone from the new group always stays with the last topic for one round, so that everyone gets to move.
- If the groups don't have external facilitators, it would be important that the facilitator goes around the groups and makes sure that every group gets the discussion going.
- It is good to have 4 topics and at least 3 people per group. However if you have more than 5-6 topics or more than 7 people in a group, the discussion might be hard to organize and facilitate.



## Links:

[Check out an example of the World café](#)

# WORK AND BABIES

## *Human rights and social justice*

**Time needed:** 90 min

**Objectives / aim:** Role-play dealing with reproductive rights, discrimination against women

**Level of Difficulty:** medium

**Resources needed:** Space for small group work and role-play, table and chairs, pen and paper

**Number of participants:** 10-25

This roleplay aims to develop knowledge about women's reproductive rights, attempts to make participants appreciate what it feels like to be discriminated against. Overall the goal is to promote equality, justice and responsibility

### **Resources needed:**

- A large sheet of paper, flip chart paper or board
- Space for small group work and role-play
- Propositions for the role-play, table and chairs, pen and paper
- Preparation: Copy the scenario onto a board or a large piece of paper or flipchart paper.

### **Steps:**

1. Explain that the activity involves a role-play about the issues of women's reproductive rights at the workplace. Conduct a short brainstorm about women's reproductive rights so participants understand the term.
2. Divide the participants into small groups (maximum five people per group)
3. Read out the following, which is the background scenario for the role-play: "Maria has been unemployed for almost a year and is looking hard for a job. Ten days ago she went for an interview for her dream job - it was exactly what she was looking for! Everything went well and she was offered the position. The company asked her to have a meeting with Mr. Wladstock, the personnel officer in order to sign her contract. She had already discussed her duties and other job-related issues at the interview. Just as Maria was about to sign the contract, Mr. Wladstock said that a condition of the job was that she signs a declaration that she will not have a baby for the next two years.
4. In their small groups, give participants twenty minutes to decide on an ending for the story and to develop it into a role-play. The role-play should start with the meeting between Maria and Mr. Wladstock and should not last more than five minutes

5. Invite each small group to present their role play. Keep comments for the debriefing.
6. Manual on Human Rights Education with Young People (Council of Europe)

### Tips:



- Depending on the group, you may wish to divide the participants into small groups that are either mixed or single-sex (that is groups of only males and groups of only females). Choosing single-sex groups often leads to more provocative endings and richer discussion.
- Participants may not be familiar with the term “reproductive rights” and you may need to help them with some ideas in order to get the broad picture. Try to draw people out on the following points: Reproductive rights include the right to:
  - An enjoyable and fulfilling sexual relationship without fear of infection and disease.
  - A choice whether or not to have children.
  - A caring family planning service backed by a safe and empathetic abortion service that treats women with dignity and respect, and ensures privacy.
  - Sex education
- Bear in mind that the debriefing question about if human rights were being violated may bring up the controversial issues about abortion and a woman’s right to choose, as opposed to the right of the foetus to life. This is a very important topic. It is also especially relevant to HRE, because it requires participants to be open-minded, to put aside stereotypes and pre-conceived opinions and to use their skills of critical thinking. It is a very good illustration of the inherent complexity of human rights. If the issue arises, you may like to consider taking it up at another time as a discussion in its own right
- Feel free to adapt the names of the characters to reflect common names in your country.

### Reference / original source of the method:



[Compass - Manual on Human Rights Education with Young People](#), s.260 (Council of Europe)

# THE LANGUAGE BARRIER

*Would your asylum application be acceptable?*

**Time needed:** 30 min

**Objectives / aim:** Raise awareness about discrimination refugees and asylum seekers face

**Level of Difficulty:** medium

**Number of participants:** Any

This is a simulation of the difficulties that refugees face when applying for asylum. Issues raised include: The frustrations and emotional factors refugees have to face when overcoming the language barrier through discrimination during the application procedure.

## Resources needed:

- Copies of the “Asylum Application” handout, one for each participant
- Pens, one per person
- Preparation: Arrange the room so you can sit behind a desk and role-play the formality of a bureaucratic official.

## Steps:

1. Let people arrive but do not greet anyone or acknowledge their presence. Don't say anything about what is going to happen.
2. Wait a few minutes after the scheduled start time and then hand out the copies of the “Application for Asylum” and the pens, one to each participant.
3. Tell them that they have five minutes to complete the form, but don't say anything else. Ignore all questions and protests. If you have to communicate speak another language (or a made-up language) and use gestures. Keep all communication to a minimum. Remember that the refugees' problems are not your concern, your job is only to hand out the forms and collect them in again!
4. Greet any latecomers curtly (for example, “You are late. Take this form and fill it in. You have only got a few minutes left to do it.”)
5. When five minutes are up, collect the forms without smiling or making any personal contact.
6. Call a name from the completed forms and tell that person to come forward. Look at the form and make up something about how they have filled in the form, for instance, “you didn't answer question 8” or “I see you answered ‘no’ to question 6. Asylum Denied.” Tell the person to go away. Do not enter into any discussion. Go straight onto call the next person to come forward

7. Repeat this process several times. It is not necessary to review all the applications, only continue for as long as necessary for the participants to understand what is happening
8. Finally break out of your role and invite participants to discuss what happened.
9. Debriefing and evaluation: Start by asking people how they felt during the activity and then move on to discuss what happened and what they have learned.
10. How did the participants feel when they were filling out an unintelligible form? Was this a realistic simulation of an asylum-seeker's experience?
11. Do you think that in your country asylum-seekers are treated fairly during their application for asylum? Why? Why not? What could be the consequences for someone whose asylum application is refused?
12. Have the participants ever been in a situation where they could not speak the language and were confronted by an official, for instance, a police officer or a ticket-controller? How did it feel?



#### Tips:

- This is a fairly easy activity to facilitate: the main thing required from you is to do be “strong” in your role and you must be serious, tough and bureaucratic. The plight of the refugees is not your concern; you are here to do your job!
- The point is that many people do not want refugees in their country. Immigration officers are under orders to screen the refugees and to allow entry only to those who have identification papers and who complete the application forms correctly.
- The refugees frequently have a poor command of the other country's language and find it very difficult to fill in the forms. Also, they are in a distressed and emotional state. It is especially hard for them to understand what is happening because their applications are frequently denied and they do not understand the reasons.



#### Reference / original source of the method

[Compass - Manual on Human Rights Education with Young People](#), p. 228 (Council of Europe)

# PEACE ISLAND

## *Peace education game*

**Time needed:** 30–40 min

**Objectives / aim:** Think creatively on rights and rules

**Level of Difficulty:** easy

**Resources needed:** paper, markers, maybe scissors, glue, coloured paper

**Number of participants:** Any

This game gets the participants thinking creatively on rights and rules, works as an introduction to the topic of peace and shows that we create the way we are getting along with each other.

## **Steps:**

1. Divide participants into small groups
2. Ask participants to close their eyes and read the following text: 'Imagine you have discovered an unknown peaceful island on which nobody lives and, as a consequence, on which there are neither rules nor regulations. Together with friends from your group, you are going to settle down there and form your own country. You don't know what social position you will have. The task of your group is first to give a name to your island and then to agree in the group on three most important rules in your country to keep the peace on the island.'
3. Inform that the results should be fixed on a sheet of paper. The results will be presented in front of the other groups and will be discussed jointly. The way of presentation is open. (See *Tips*)
4. After discussion one person from each group presents and explains the results of their work. Compare the work of different groups and then sum up the discussion:
  - Where are similarities between the groups, where are differences?
  - Was it easy to develop the idea of the island and still keeping the peaceful atmosphere?
  - What people should do to avoid wars and solve conflicts peacefully? What can we do?

### Tips:



- You can open the phase of creation of the island so that the participants not only write down their rules but also draw, stick houses...
- The same method can be used to start discussion on human rights.

### Reference / original source of the method



Peace Education Toolkit, SCI [NO MORE WAR](#) campaign 2012

# HUMAN RIGHTS THROUGH PICTURES

## *Interactive game*

**Time needed:** ½ hour – 1 hour + preparation: a couple of hours finding and printing out the pictures.

**Objectives / aim:** A starting point for discussion of human rights and forced migration

**Level of Difficulty:** easy; It is easy to organize and doesn't require a lot of preparation.

**Resources needed:** Pictures printed out, a space where you can sit in a circle and you can put the pictures out, participants

**Number of participants:** Depends on the amount of time and pictures

**Contact / Source:** Emmi Ruohonen [emmi.ruohonen@kvtfinland.org](mailto:emmi.ruohonen@kvtfinland.org)

This method was used in several KVT's camp visits and study sessions to open a discussion of the topic and orientating the participants to the subject.

Collect and print out pictures that represent human rights and/or forced migration. When selecting pictures you can define the topic to be human rights in general or to be around a more specific topic such as forced migration or human traffic. Set the pictures on the wall, floor, or on a string and ask the members of the group to pick 1-3 pictures that touch them somehow or raise questions.

Then you do a round so that everyone can present what pictures they picked and why. The facilitator also says what the picture really represents (for example if it is from a certain situation or represents a campaign or certain human right) and you can then discuss about the topics of the pictures.



### Steps:

1. Find pictures to be used in the activity.
2. Print them out and prepare cards from them (glue on a cardboard or laminate)
3. Make sure you know what the pictures represent.
4. Set them to a place where everyone can see them and easily pick one.
5. Go around and discuss!



### Tips:

- If you publish pictures in social media or your website, make sure that you have the permission to use the pictures.
- Create a safe environment for discussion; so that it is easy and natural to share also own experiences and ask questions. Make sure that nobody feels uncomfortable.
- You can easily find art and pictures about the human rights declaration. Campaigns of different NGO's also have impressing pictures.



### Links:

[You can also check other activities with pictures here, p. 247](#)

# SOCIAL RIGHT IN AN ENVELOPE

## *Human Rights and social justice*

**Time needed:** 60 min

**Objectives / aim:** Raising awareness about access to social human rights for vulnerable groups in the society.

**Level of Difficulty:** easy

**Resources needed:** Paper, markers, envelopes, coloured paper, scissors, tape, photos

**Number of participants:** max 20

This game aims at providing space for participants to reflect on social rights and their accessibility to all social groups. The objective is to introduce the difference between concepts of equality and equity.

### **Steps:**

#### **1. Introduction [10 min]**

The facilitator begins a short brainstorming session on human rights, in order to ensure equal level of understanding of the term for participants. He/she writes the brainstormed terms on a flipchart, and circles the ones which are social rights.

#### **2. Group work: Creation [10 min]**

Participants are divided in four small groups. They receive a photo of a person glued on the top of a flipchart with the following instruction: to make up their own story about the person through discussion based on the photo (ex. Who is the person, what age is he/she, what are his/hers interests, personal background). They write down this story on the flipchart. While the groups are making the stories, facilitators arrange the room sticking an envelope in four different corners of the room and setting five chairs for the participants around it. In each of the envelopes there is one social right written on a paper:

- 1) Right to education
- 2) Right to health services
- 3) Right of non-discrimination
- 4) Right of housing

### **3. Group work: exploration [20min]**

When groups finish the first task, the facilitator sends each of the group in a corner to continue writing the story with the instruction to discuss how 'their' person enjoys the social right in that envelope (ex. Are there any obstacles the person is facing towards enjoying this right, any specific opportunities connected to this right etc.). Five minutes later each group receives one statement containing an obstacle that the person they received faced on the way to accessing a certain social right.

Examples on statements to use:

- The person has immigrated illegally in their current place of living because of a war conflict in his origin country.
- The person was forced to follow education in a language he/she does not understand.
- The person is a gender equality activist often being bullied because of his sexual orientation.
- The person is avoided and ignored by the community it becomes known that he/she has AIDS.

Every five minutes, groups move to the next corner in clockwise direction, continuing to fill the profile of the person on the photo in the flipchart.

### **4. Presenting work to the group: [10 min]**

After each group has visited every corner they all introduce their character to the other participants.

### **5. Discussion [20 min]**

The facilitator urges participants to reflect on social rights and their accessibility to vulnerable social groups, as well as introducing the terms of equality and equity and how they differ.

### **6. Evaluation**

The facilitator asks the participants to express their thoughts and share how they feel about how accessible social rights truly are in their societies when it comes to less privileged social groups.



### Tips:

- Definitions on human rights and social rights can be found in the Universal Declaration of Human Rights and Revised European Social Charter
- Make sure that the provided photos contain many details and allow participants to form a story around them.
- You can find the definitions on equality and equity, and how do they differ from the following sources:  
<http://www.differencebetween.net/language/difference-between-equity-and-equality/>  
<http://www.slideshare.net/gunjan55/equity-vs-equality>



### Reference / original source of the method:

[Exercising our Rights Manual](#) p.49 (Youth for Exchange and Understanding)

# IMPRESSIONS OF WAR

## *Peace education game*

**Time needed:** 40 min

**Objectives / aim:** Share thoughts about war, working with feelings and associations

**Level of Difficulty:** easy

**Resources needed:** Pictures of war scenes, pens, paper

With this game you can explore how people react to pictures of war scenes, what do they see/ feel/ associate. The activity is easy to prepare but might have a big impact on the participants.

## **Steps:**

1. Ask the participants to sit in a circle and provide them with pens and papers
2. Let them each choose one of the pictures that you prepared (the pictures should be covered, so that they cannot select a specific one, but choose randomly)
3. Ask them to look at their picture and give them one minute to write down their first associations and feelings they have while looking at this picture
4. Afterwards they have another 5 minutes to structure their thoughts and prepare a one minute presentation on the picture and the impact it had on them
5. Go round the circle and ask the people to present their pictures and their associations in one minute
6. Give (according to your group size) short time for feedback and questions from the other participants and take notes
7. After the round go back to the controversial ones where you had the feeling the people wanted to say more about
8. Collect ideas in order to give a good summary of what has been said in the end tip: you can collect the ideas during the discussion on a flipchart paper, so that the participants can always see and remember the most important issues that have been raised

### Tips:



Pictures can have a very strong impact on people! Even though you might want to choose rather extreme ones to provoke a lively discussion, consider that some people may react more emotional to images than to pure discussions. If possible try to inform yourself if any of your participants might experience a similar scene him/herself.

### Reference / original source of the method:



Peace Education Toolkit, p. 38. SCI [NO MORE WAR](#) campaign 2012

# CULTIONARY

## *Intercultural game on minority portrayal*

**Time needed:** 45 minutes to 2 hours

**Objectives / aim:** To work with the images we have of minority groups, or understand how stereotypes function

**Level of Difficulty:** easy

**Resources needed:** Paper, flip chart, pens, sticky tape

**Number of participants:** Any

What is your first image of somebody from another country? How do you translate it into a drawing?

**Aims:** To work with and explore our stereotypes and prejudices about other people • To work with the images we have of minority groups • To understand how stereotypes function • To generate creativity and spontaneous ideas in the group.

### **Resources needed:**

- A list of things for participants to draw
- A flip chart and marker to record the scores
- Sheets of paper (about A4 size) and pens for the group drawings
- Sticky tape or pins to display the drawings

### **Steps:**

1. Ask participants to form teams of three or four people.
2. Tell the teams to collect several sheets of paper and a pencil and to find somewhere to sit so they are slightly isolated from each other.
3. Call up one member from each team and give them a word.
4. Tell them to return to their groups and to draw the word while the other team members try to guess what it is. They may only draw images, no numbers or words may be used. No speaking except to confirm the correct answer.
5. The rest of the team may only say their guesses, they may not ask questions.

6. When the word is guessed correctly tell the team to shout out.
7. Put the score up on the flip chart.
8. After each round ask the drawer to write on their picture, whether finished or not, what the word was.
9. Now ask the teams to choose another member to be the drawer. Make sure everyone has an opportunity to draw at least once.
10. At the end ask the groups to pin up their pictures so that the different interpretations and images of the words can be compared and discussed.
11. Debriefing and evaluation
  - Do this in small groups (they can be the same teams). Ask participants to say if the activity was difficult and why.
  - Then ask people to look at the drawings on the walls and compare the different images and the different ways people interpreted the same words.
  - Ask them to say whether or not the images correspond to reality and ask the drawers to say why they chose particular images.
  - Go on to ask where we get our images from, whether they are negative or positive and what effects that may have on our relations with the people concerned.

### Tips:

- Suggestions for words to draw: Racism - Difference - Education - Discrimination - Anti-Semitism - Refugee - Conflict - European - A national (from the country where the activity is taking place) - A peasant - Poverty - A Muslim - A Homosexual person - An European - Equality - An HIV positive person - A Roma person (Gypsy traveller) - A Japanese - A Russian - An African - Human Rights - Media - A Tourist - A Foreigner - Solidarity - A Refugee - A blind person - Love - An Arab - A Moldavian.
- If you have a small group, 'Cultionary' can be played in one group; ask one person to draw in the first round, whoever guesses draws in the next round.
- Be aware that people who consider themselves poor artists may think this will be difficult for them. Reassure them that you are not looking for works of art and encourage everyone to have a go at being the drawer.
- This activity is likely to raise the most immediate and generalised stereotypes we have about other people, including foreigners or minorities. It is very creative and lots of fun. However, it is very important that the activity does not stop at the drawings but that the group reflects on the risks of stereotyping and, especially, where we get our images from.
- Everybody needs stereotypes in order to be able to relate to the environment and the people around us. All of us have, and carry stereotypes, this is not only inevitable but also necessary. Therefore any judgements about the stereotypes participants have should be avoided. What the evaluation and



discussion should promote is that we need to be aware that stereotypes are just that: images and assumptions which often have little to do with reality. Being aware of stereotypes and of the risks that relying on them entails is the best way to prevent prejudice that leads to discrimination.

- It is interesting to note that we don't usually have a stereotype image of people with whom we have little contact. For example, consider your own stereotype of someone from Slovenia, Moldova, San Marino or Bhutan? If we do have one it may simply be 'that they are nice people'. We therefore suggest that you include in your list of words to be drawn, an example of at least one national who is a minority in your country and one who is not and with whom the group will have had little or no direct contact. Ask people to consider the differences between the stereotypes and the possible reasons for this.
- Another point to be raised in the discussion is where do stereotypes come from. The role of media, school education, the family and peer group may be analysed.
- For the Cultionary: The rules and ideas for what the teams will have to draw must be adapted to the national and cultural context of the group. The words in the list below are merely suggestions for you to adapt. For example, if you plan to use images of nationalities, it may be important not to allow players to draw flags or currencies - that would be too easy! On the other hand, in order to prevent guessing by simply building on an association of sequences, it is important to alternate descriptions of a particular minority with other words relating to concepts, objects or people who have nothing to do with the topic e.g. if you plan to ask for the description of a Hungarian, a Rumanian and a French person, it is better to start with an Hungarian, followed by « racism » or « 'minority' and only then a Rumanian, followed by « friend » before the French person. This will add variety, stimulate competition and make the activity a lot more fun



### Reference / original source of the method:

All different - All equal, Education Pack, p. 67 (European Youth Centre, 1995)

# MOST SHOCKING SECOND A DAY

*If London were Syria*

**Objectives / aim:** To show the life of kids when their country is in war, in order to bring attention for Syrian kids

**Level of Difficulty:** easy

The video reveals the effects of the war on children's life. It features a young British girl experiencing the effects of a hypothetical civil war on the streets of London, by showing a second a day of her life for several days over one year, from one birthday anniversary of hers to another.



**Links:**

[Most shocking second a day](#)

[Still the most shocking second a day](#)

# HUMAN RIGHTS MANUAL

## Manual on Human Rights Education

Level of Difficulty: medium

*Understanding Human Rights* has been elaborated by the European Training and Research Centre for Human Rights and Democracy (ETC) in Graz, originally for the Human Security Network (HSN) at the initiative of the Austrian Ministry for Foreign Affairs.

The manual consists of a in depth information about the topic of Human Rights divided into three main parts, i.e. a general introduction into the basics of human rights, a special part with selected “core issues” in the form of modules, which should help to understand the functioning of human rights in daily life, and a third, so-called “additional resources part”, which contains methodological hints, useful information, and references to further reading and online resources.

### Content:

- Introduction into the system of Human Rights (concept, standards, instruments, protection and promotion)
- Modules on selected issues ( prohibition of torture, freedom from poverty, human rights in armed conflict, right to asylum ...)
- Additional resources (literature, internet sources, contact information on organisations, UDHR, glossary, remarks on HRE methodology)



### Tips:

You can check out the section “Right to asylum” on p. 463 of the manual.



### Links:

reference / original source of the method  
[Understanding human rights manual](#)

# WORKING DAY EVENTS

*Bring people together to work for a common goal!*

**Time needed:** Half a day/whole day/weekend

**Level of Difficulty:** You need some time prepare and coordinate the event, but the tasks are quite easy!

**Resources needed:** Volunteers, work and materials for it, food, possible budget for transport

**Number of participants:** Depending on the size of the project

**Contact / Source:** Emmi Ruohonen [emmi.ruohonen@kvtfinland.org](mailto:emmi.ruohonen@kvtfinland.org)

Bring people together from different backgrounds by including both local volunteers and asylum seekers in this work project. This gives asylum seekers a possibility to contribute with their skills and motivation, meet local people and get something to do while waiting in the reception centre. It also gives the Finnish volunteers a possibility to meet asylum seekers and get to know each other and of course contribute to the common goal of the working day!

You can invite people from reception centres and local volunteers to join a small work project that you have planned. This non-profit work can be for example organizing a small event, renovation work, cleaning the environment etc. You can ask reception centres if there is work in the centre to be done together with the residents. In centres, where the asylum seekers spend a longer time, such as centres for unaccompanied minors, it can also be very interesting to work in the centre. There is often a lack of materials and the atmosphere can be quite ascetic. You can bring volunteers to provide materials, decorate and clean together with the residents. KVT has done this kind of working days both in reception centres and outside the centres.

Another possibility is to take people out of the centres to a trip together with local volunteers. People in the reception centres often have been waiting for a decision of asylum for a long time, without having much to do. In this case it is great to get an opportunity to do something outside of the centre.

## Steps:

1. Plan what kind of work will be done and where? Will you be working in the centre or on a local level?
2. Contact reception centres to ask about their ideas and possibilities.
3. How many people are needed and who coordinates the work?
4. What kind of materials do you need for the work?
5. Is transport to the venue needed? Who will cover the travel costs?
6. Find someone to prepare lunch and discuss how to cover the costs of the lunch.

## Tips:



- If it is difficult to organize a working day, you can also consider organizing a trip together with local volunteers and asylum seekers.
- Remember that ability to enter centres differs in every country. It is also very important to first contact the staff of the centre, meet them and present who you are and what you would like to do.
- Remember to explain to the centre and the asylum seekers what work is going to be done and why, what is volunteering and who you are.
- Make sure that all volunteers have proper equipment and clothing for the project. (So that they don't for example arrive to a renovation project with their best shoes...)
- Make sure that the asylum seekers understand that the work is being done voluntarily and it is not going to be paid

# MAP OF REFUGEE MIGRATIONS

*Narrative and temporal map of refugee migrations*

**Objectives / aim:** Spread knowledge on the number of refugees in each country every year and historical facts related

**Level of Difficulty:** easy

The interactive map indicates the exact number of refugees every year by country, the countries where the refugees found asylum, as well the maps adds a layer of historical content to help explain the events that cause refugee movements.



**Links:**

The Refugee Project

<http://www.therefugeeproject.org/>

The data is based on UNHCR Refugee Data and UN Population Data.

# INTERCULTURAL FOOTBALL MATCH

*Create a team spirit and bring people together!*

**Time needed:** 1-3 hours + preparation

**Objectives / aim:** Reduce prejudices, reach people with a global education theme on human rights through sports

**Level of Difficulty:** medium; organizing a small school match is quite easy, but a public event requires effort and advertising

**Resources needed:** Volunteers, football and a field, referee and good relations to other NGO's and locals.

**Number of participants:** Minimum of 20 to make the teams. Maximum depends on how much space you have for people coming to watch the match and side activities.

**Contact / Source:** Emmi Ruohonen [emmi.ruohonen@kvtfinland.org](mailto:emmi.ruohonen@kvtfinland.org)

Organize a friendship football match for example between a reception centre and a local school, sport club or another group. It might be a good idea to mix up the teams, so that they are not playing against each other, but with one another.

If you want, you can add a global education theme to the event and so combine some important global themes to football. However, make sure that the theme has a link with football, so that it doesn't remain as a separate element in the match. Such themes can be for example radicalization of youth (hobbies such as football have a good impact in youth not joining extremist movements), fair trade or child labour.

You can bring up the theme through exhibitions, food, visitors etc. For support, contact organizations who work with the topic. You can also invite a guest referee who is either linked to the theme or known in the football world!

## Steps:

1. Choose a place and groups that will play.
2. Choose a theme and make sure that you find materials about it
3. Fix up cooperative partners for the match.
4. Find a football field and a referee
5. Set up a date and time.
6. Plan the side activities together with the other NGOs and volunteers.
7. Advertise.
8. Make it happen!



## Tips:

- KVT Finland organized a fair trade football match together with a human rights theme camp in eastern Finland. They served fair trade food, had fair trade material and costumes, fair trade football and exhibition about fair trade football production. They also included a campaign called “red card against racism” and invited a “celebrity referee”.
- The preparation takes time, but the time depends on if you have already teams, venue and theme. Biggest question time wise depends on how much visibility and participants you want!
- Many NGOs are having football events and campaigns; there are a lot of different ideas available.
- Prepare yourselves to changes in case of bad weather.



# THE PRISON GAME

*How it feels when you can't cross the border*

**Time needed:** 45 min

**Objectives / aim:** provoke participants to put themselves in the shoes of asylum seekers

**Level of Difficulty:** medium; easy to organise, but the key is a well-facilitated debriefing

**Resources needed:** A big room, chairs, paper tape

**Number of participants:** 8 (min) - 20 (max)

**Contact / Source:** Hinka Stanimirova [h.stanimirova@gmail.com](mailto:h.stanimirova@gmail.com)

The activity includes a simple interactive physical game with prisoners, who try to escape into freedom and guards, who try to stop them. The game finishes with a debriefing, where participants compare what they've experienced to what people go through, when they have to cross borders to seek for asylum. It works on both emotional and rational level in order to achieve a bigger effect on participants.

## Steps:

1. Make sure you have all the needed materials and that the space, where you plan the activity is big enough. Prepare yourself with some more background knowledge on the migration issue: global tendencies, current news, and asylum-seeking procedure in your country.
2. Prepare the place before participants come. Clear a place in the middle of the room and mark with paper tape and chairs the different zones of the prison game (prison, guard posts, freedom zone). Look at p.1 in the attached instructions file for more details
3. Welcome participants. Present the game as an energiser. Give them instructions and start the game. Follow p. 2 of the attached instructions file.
4. After you stop the final round of the game, gather participants in a circle for a debriefing. You can use the questions on p. 3 of the attached instructions file. You can also edit them/add more questions depending on the direction you want to lead participants to after this activity.



### Tips:

- The game is very good as an introduction to a longer session about migration/asylum seeking. It energises the participants and provokes their interest in the topic.
- You can do the activity outside as well. Just make sure you can mark clearly enough the different zones, participants run through and that you have a quiet enough place to do the debriefing.
- You can shorten the activity by skipping the second round of the game and keeping the debriefing concise.
- Don't feel limited by the instructions. Use the idea behind the game, develop it with your knowledge and adapt it to your needs.



For more details on how to prepare the method:

[PDF The Prison Game instructions](#)

# A MOVIE OR DOCUMENTARY EVENING

## *Movies and documentaries about refugees*

**Objectives / aim:** Raising awareness and knowledge on the topic by documentaries and movies.

**Level of Difficulty:** medium; most movies on the topic can provoke strong emotions.

Presenting to the audience movies and documentaries which deal with different aspects of the topic of forced migration.

**tips:**



- You can organise a discussion after the end of the movie.
- Invite also refugees to the movie screening (but make sure to screen movies in languages spoken by the refugees and discuss with them in advance if they would be ok with the content of the movie).



### **Movies to search for:**

<https://www.moviesthatmatter.nl/> - website

14 kilómetros (2007)

In This World (2002)

Desert Flower (2009)

Turtles Can Fly (2004)

The Kite Runner (2007)

Journey of Hope (1990)

The Land Between (2014)

They will have to kill us first (2015)

A Syrian Love Story (2015)

Dadaab Stories

# RESTAURANT DAY

*Open a pop-up restaurant with refugees!*

**Time needed:** 1 day

**Objectives and aim:** Breaking prejudices by cooking and eating together, fundraising.

**Level of difficulty:** medium

**Category:** events

**Resources needed:** ingredients, kitchen tools, kitchen, venue, marketing materials

**Number of participants:** team: 3-10, guests: 20-200

**Contact:** Jekli Ágnes [opendoorshungary@gmail.com](mailto:opendoorshungary@gmail.com)

Restaurant Day is a food carnival created by thousands of people organizing and visiting one-day restaurants worldwide. The idea of the day is to have fun, share new food experiences and enjoy common living environments together." In case of cooking together with refugees and asylum seekers, Restaurant Day is a good chance to share this part of their culture, good chance to raise funds for future projects, or an aim decided together with the cooks, and a good chance for the public to get familiar with an unfamiliar culture, meet personally with refugees, and taste their delicious food. You can choose a date and start preparations!

## Steps:

1. Talk with your chefs, choose the date and the menu! Set together the aim of the fundraising event!
2. Register your restaurant on <http://www.restaurantday.org/> at least 1 month before the event. Create a Facebook event, and advertise it on different platforms as well! Describe what menu you will offer to your guests, and what are you raising funds for!
3. On the Restaurant Day you can prepare and decorate your venue with a group of volunteers, other volunteers can help the chefs preparing the food. Prepare places to sit, so people can meet and talk with each other, get familiar with the topic of refugees and asylum seekers
4. You can make your event more popular if you offer other side programs (movie screening, music, workshops, and games)
5. Enjoy the food and the company!

### Target groups:

- Refugees
- Asylum seekers
- Unaccompanied minors
- General public



### Tips:

- Kitchen: you can cook in advance and sell it in a different place, or you can cook fresh meals on the venue
- Venue: better to choose a frequented place, it cannot function originally as a restaurant! - Chefs: experienced chefs who can cook for many people - Ingredients: ask the chefs
- Marketing materials: posters, stickers, social media
- Read carefully the requirements and tips of the Restaurant Day  
<http://www.restaurantday.org/en/info/>
- Be transparent with the income, communicate it with the chefs and the guests as well.
- Have some volunteers, who can inform the guests about the topic of refugees and asylum seekers!



### Reference / original source of method:

<http://www.restaurantday.org/en/>

<https://vimeo.com/127751934>

### Downloadable files:

<https://www.facebook.com/media/set/?set=a.438065799682404.1073741835.207046106117709&type=1&l=0a71e561bb>

# ARE YOU PREJUDICED?

*A warm-up exercise for teambuilding of new groups*

**Time needed:** 10-15 minutes

**Objectives and aim:** The aim of the activity is to become aware of your own prejudices and also in a fun way to find out what kind of first impression do the other group members have about you

**Level of difficulty:** easy; no much preparation needed, no skills needed from the participants

**Resources needed:** Pen and a piece of paper for everybody

**Number of participants:** 5 - 15

**Contact:** Suvi Helko [suvihelko@gmail.com](mailto:suvihelko@gmail.com)

## Description:

"Are you prejudiced?" is a fun ice breaker for a new group to get to know each other better and become aware of their own prejudices towards other people

## Resources needed:

Pen and a piece of paper for each participant

## Target groups:

- Refugees
- Asylum seekers
- Unaccompanied minors
- Youth
- Adults
- Locals (face-to-face)
- SCI Volunteers
- Refugees + locals
- General public
- Schools & institutions

### Steps:

1. The organizer of the activity prepares beforehand a list of topics such as favorite food/music/color/movie, study/work place, special skill, dream travel destination, worst nightmare, spiritual animal, dream job as a child... Let your imagination fly! Make one question less than the number of the participants.
2. Set the participants sitting in a circle, give everybody a piece of paper and a pen and ask them to write their name on the paper
3. Switch papers clockwise
4. Ask the first question on the list and ask the participants to write down what they THINK is the the answer of the person whose name is on the paper
5. Switch papers clockwise
6. Ask the second question on the list, switch papers, and repeat until everybody have guessed the answer of each person and got their own paper back
7. Go through the answers question by question within the group and discuss their real answers to the questions

### Tips:



Make sure everybody has high enough language skills to participate the game and prepare to explain some terms if the group language level is not very high. Make sure the participants always write about the person whose name is on the paper, and not always about the first person they were writing about.

# URBAN GARDENING IN REFUGEE CENTRES

## *Community gardening with refugees and locals*

**Time needed:** No timeframe

**Objectives and aim:** To bring locals (SCI volunteers and/or general public) together with refugees; to create an "own space" of community within the area of often unpersonal refugee centres; to make an area greener and friendlier

**Level of difficulty:** medium; activity itself is quite easy, you don't need to be a gardening pro. However, persistence and regularity over several months needed, budget for plants and soil, needing to find an agreement where to plant together with the maintainers of the centre, motivating refugees to be interested

**Categories:** events, regular activities

**Number of participants:** minimum 5, maximum 20 (or more)

**Contact:** Thomas Schallhart [thomas.schallhart@gmx.at](mailto:thomas.schallhart@gmx.at), SCI Austria [office@sci.or.at](mailto:office@sci.or.at)

## **Steps:**

1. Find a place where to plant
2. If possible you can agree to use unused grass and overgrown area around the centres as well as some surroundings to the centres to do urban gardening.
3. Build beds for the plants out of old wood and soil.
4. Plant the plants or seeds you bought.
5. You can also build hanging gardens that you could made out of plastic bottles. You can hung them on the fence of the centre for example, so that passers-by would immediately see it. You can also create a plate informing passers-by and neighbours about the project.
6. Around every two weeks you should go to the centre in order to observe the project and to motivate other inhabitants of the centre, but also locals to participate. Ask them to join to work on planting new plants together or to look after the other ones.
7. To promote your project you can celebrate the garden by organising a garden party to bring together all the people who have been involved in the project and new ones, too.



### Resources needed:

It's much more fun, if the plants are edible. Make sure to plant things that are useful and interesting for everybody involved, maybe some that aren't so easy to get (chili e.g. was very popular). It can also be good to plant some more attention-grabbing plants to get the attention of inhabitants and passers-by (e.g. zucchini). If you don't have any expiry date for the project, you can prepare the wood (e.g. by varnishing it) so that it lasts longer and doesn't get mouldy. You could start planting in May, for some plants, and depending on where you do the project sooner or later might also be good.

### Target groups:

- Refugees
- Asylum seekers
- Unaccompanied minors
- Children
- Youth
- Adults
- Locals (face-to-face)
- SCI Volunteers
- General public



### Tips:

- It might happen that there are almost too many interested volunteers to contribute to the project. This means that sometimes the ratio of volunteers vs. inhabitants of the centre could be very uneven, especially if the inhabitant's don't know in advance when you are going to the centre for this project. Also because they may not feel so comfortable working around people they can't communicate with properly or they don't know so well.
- It is important to involve as many people living in the centre as possible, so there is always some people to take care of things that have to be done daily (e.g. watering the plants, looking after them). It is great to see the whole project as a learning process and to involve the learning as part of the project outline.
- Make sure to start with the project weeks or months before you start with planting.



**Reference / original source of method:**

[SCI Austria](#) and [Junge Volkshilfe](#)

<http://www.sci.or.at/urban-gardening-wien/>

# MIGRATION

## *Workshop outline for SCI activities*

**Time needed:** 2h+

**Objectives / aim:** Support SCI volunteers and similar target groups to work on migration and asylum.

**Level of Difficulty:** Medium

**Category:** Workshops / trainings, Interactive games

**Resources needed:** materials and printouts for the workshop activities

**Number of participants:** 3 to 30 participants

**Contact / Source:** Lorena Rodriguez Xhagjika [peacemessengers@gmail.com](mailto:peacemessengers@gmail.com)

**Additional information:** Variation depending how deep you want to go with the topic

## **Description:**

The workshop aims to help the volunteers to understand better the following topics:

- a) the movements of populations,
- b) the reasons for flight/forced migration,
- c) the circumstances of arriving in a new and unknown country and,
- d) the asylum seekers proceedings and to know the impact of the administration and bureaucracy on the migrant's life.

It is based on

1. Theoretical information regarding the above mentioned points,
2. An interactive game to put ourselves in the position of a migrant/refugee
3. Discussion between the participants about the current situation of the refugee movements in Europe and legal framework as an obstacle and restriction of Human Rights.

### Target groups:

- Refugees
- Asylum seekers
- Youth
- Adults
- Locals (face-to-face)
- SCI Volunteers
- General public
- Schools & institutions



### Links:

[www.facebook.com/peace.messengers](http://www.facebook.com/peace.messengers)  
<http://ma.sciint.org>

Reference / original source of method:  
Peace Messengers Working Group

# CASE STUDIES

*Examples of successful existing projects and provide you with more information about what is going on in the SCl world on the topic of refugees and migration.*

# THEATRE ESCAPE WORKCAMPS

*A two-week workcamp ending with a theatre play*

**When:** Ongoing since 2009

**Contact / Source:** SCI Switzerland [info@scich.org](mailto:info@scich.org)

## Context and Idea

The Theatre Escape workcamps ([TheaterFlucht](#) in German or [ThéâtreEvasion](#) in French) are two-week workcamps that take place during school holidays in Switzerland. In the first week, a group of international and Swiss volunteers receive an introduction to the topic migration and asylum, as well as methods for playing theatre and working with children. The volunteers are guided in this process by drama teachers and they plan and organize together the second week of the workcamp.

This second week brings together kids from asylum-seeking families and Swiss kids. During 5 days the kids are accompanied by the volunteers and learn various creative ways to express themselves. The process is guided by the drama teachers and as a result a short creative production comes to life. It is presented in front of the families and friends of the children at the end of the workcamp. The production can have various forms and include theatre, music, dance or circus. It depends on the teachers (in some camps, there are also music, dance or circus teachers) and the talents and interests of the children. For example, in Zurich (2013), it was a tv-and-live-talk-show on the topic of “Future and Jobs”.

## Objectives and aim

The main aim of the project is give children, who are fleeing from war, poverty or distress the opportunity to discover new creative ways to express themselves together with Swiss and other migrant children living in the area. To achieve this, the above-described one week of creative day-vacation is organised. The main objective in this week is to bring Swiss kids and kids from asylum seeking centres in contact, so they can learn about different cultures and migration from difficult areas in the world into Switzerland. An objective is also to let the kids follow their own interests and be creative. In addition, the international group of volunteers add up to the ‘coming together of different cultures and backgrounds’, and they themselves learn more about issues of asylum/migration, learn methods for drama animation with kids and have a great experience at the same time.

## Target groups

- Children in primary or early secondary education, from Swiss schools and asylum seeking centres.
- Other stakeholders
- Local workcamp partners, who organises the workcamp in the particular place; drama/music/circus teachers who take part in the workcamps (e.g. [Métis'Arte](#) - a group of drama teachers).

## History and description

Theatre Escape started as first developed as a pilot project in Zürich in 2009 by SCI Switzerland and the centre for youth culture Dynamo. In 2011 SCI Switzerland expanded the project to more cities. Since 2013 projects have been realized in various cities in Switzerland, in both the German- and French-speaking parts.

## Evaluation methods

Evaluation and feedback is received from all people involved: volunteers fill in special evaluation forms, camp coordinators write an evaluation report, an external SCI-camp visitor visits the camps and writes a report and the project partner fills in an evaluation form as well.

## Finances

These projects consume a huge budget (for the local project preparation, renting rooms in the city centre, remunerating the drama/music/circus teachers involved, transport, material & food). Therefore SCI does fundraising on national level (especially among private foundations, but as well the public sector) and combines it with local fundraising, made by the project partners.

## Sustainability and follow up

The workcamp is repeated and introduced to more cities. [A Theatre Escape workcamp has been organised for several years now by volunteers from SCI Austria in Vienna.](#) As a result from it, a group of former volunteers from these workcamps started implementing a similar idea in a transition centre for asylum seekers in Lyss at regular intervals (i.e. once a month, like it used to be when the project started 2009 in Zurich).



### Links:

Theatre Escape website: [http://theaterflucht.ch/index.php?page=home\\_de](http://theaterflucht.ch/index.php?page=home_de)  
(only in German and French)

SCI Switzerland: <http://scich.org/de/> (only in German, French & Italian)

[Documentary video](#) (in French) from the workcamp 2017  
(second film on this site 46 minutes)

Video about Theatre Escape from SCI Austria 2013:  
<https://www.youtube.com/watch?v=X9xmcWAY8SU>



# MONTHLY THEATRE ESCAPE

## *Regular activities with asylum seeking kids*

When: Ongoing since 2014

Contact / Source: SCl Switzerland [info@scich.org](mailto:info@scich.org)

### Context and idea

Since spring 2014 a group of eight SCl volunteers in Bern has been organising creative activities once per month for the children from asylum seeking families, who live in the transit centre in Lyss, which is located outside of the capital city, Bern. The activities contain different kind of aspects like team building, movement or emotions.

The activities are conducted by a group of around six volunteers. Currently two of the volunteers, who change on a rotation basis, are responsible for preparing a program for the visit. In the beginning a professional theatre pedagogue used to take over the lead in order to train the volunteers, so they could carry on later on their own. Apart from the eight starting SCl volunteers there has been an increase of another eight newly interested volunteers, who joined later.

### Objectives and aim

Through play and creative outlet the objective is to strengthen the confidence and self-esteem of the children, for example by conducting different kind of games through theatre or dance. The goal is to create a space where the children can play and experiment.

For the future there is an aim to conduct the activities with children of Swiss background and children from asylum seeking families to enable an exchange amongst the children and reduce prejudice.

### Target groups

One target group are the children of asylum seeking families from the transit centre Lyss ranging from the age of 3 to 14 years old. Another target group are the young people from the area who are interested in volunteering with children from different cultures.

## History and description

Theatre Escape Lyss is a follow up and going back to the roots of the Theatre Escape workcamps (you can read more about them above). The motivation behind Theatre Escape Lyss was to continue some ideas of these workcamps. Another motivation was to build up a consistency by offering such activities every month.

## Public relations

Two different articles about project have been published in SCI Switzerland's magazines. On the website of Theatre Escape there is [a description](#) about the regular activities at the transit centre in Lyss.

## Evaluation methods

After every afternoon the group sits together to give feedback on the activity. The core group and other interested volunteers meet on a regular basis every few months.

## Sustainability and follow up

A benefice concert was conducted by students at a high school in Bern in spring 2014. The money was donated to support the Theatre Escape Lyss. The volunteer group also switched to organising the activities themselves instead of hiring theatre pedagogues in order to be more sustainable.

SCI volunteers in Zürich have initiated [a similar project](#) in the local transit centre Hegnau.



### Links:

[Theatre Escape Lyss](#) (only in German and French)  
[SCI Switzerland](#) (only in German, French & Italian)

# WORKCAMP "WE CONNECT / MIR BRÉNGEN ZESUMMEN"

**When:** 14th - 23rd of April 2017

**Contact/Source:** Amitié Portugal Luxembourg asbl / Vendula Lupinkova : [vendula.lupinkova@mda.lu](mailto:vendula.lupinkova@mda.lu)

## Context and idea

Organizers Amitié Portugal-Luxembourg and Maison des Associations are well established associations in Luxembourg working on similar projects of integration, social cohesion and initiate the intercultural and intergenerational dialogue, they are as well involved in integration of asylum seekers and refugees. One of the project is community garden in Luxembourg City, in neighbourhood Beggen. It was established in 2015, the first workcamp "Descobertas" there took a place in July 2015. 2nd workcamp "Discoveranda" in September 2016 already included asylum seekers.

The community garden is a part of the house for volunteers doing their European Voluntary Service in Luxembourg but it's open to the whole neighbourhood, volunteers and to refugees who are interested in gardening and meeting new people and experiencing new cultures. The goal is to create a dynamics in the neighbourhood of Beggen and its surroundings. Regular workshops are organized, mostly focused on permaculture (sustainability, social design principles and urban gardening), in order to create a peaceful gathering place for people from different backgrounds to meet up and exchange.

## Objectives and aim

As mentioned above, in the community garden it is about to create a convivial place for everyone. As the garden grows with time, volunteers involved is needed to be involved. That's why it's decided to organize at least one workcamp per year in aim of work more effectively and create more intensive experience for volunteers and asylum seekers. In the project "We connect" a tomato house is constructed, shelves for planting made from palettes for the polytunnel, vegetable beds, planted fruit trees, seeded the garden and improved a rainwater harvesting system. Volunteers and asylum seekers shared everyday life as they all stayed lodged in a scout

house during the whole period of workcamp. They cooked together, spent their free time together, practiced languages, shared experiences about their countries etc.

### Target groups

- asylum seekers and refugees living in Luxembourg
- local volunteers
- international volunteers
- age : over 18 years old

### Additional information

The project is financed by Oeuvre Nationale de Secours Grande-Duchesse Charlotte.



#### Links:

Access to the Facebook page of the initiative:

<https://www.facebook.com/Mateneen-Br%C3%A9cke-bauen-279131015761315/>

# CHALLENGES ON THE FIELD - BALKAN ROUTE CASE

*The Balkan Route Case is divided into three activities and projects*

**When:** 10th - 15th of March 2017

9th - 18th of February 2018

6th - 10th of June 2018

**Contact:** SCI Switzerland [info@scich.org](mailto:info@scich.org)

## Context and idea

1. [Route to Connect](#), a project of Service Civil International included a 2 week study visit to different refugee camps and aid centres in Slovenia, Croatia, Serbia, Macedonia and Greece.
2. [Road of Change](#), a project of Vluchtelingenwerk Vlaanderen that happened during 1 week, bringing Belgian high school students to observe the situation regarding Slovenia, Croatia, Serbia, and the France/Italy border.

## Objectives and aim

After those two projects, there was a workshop prepared that happened during the

3. [Community Forum: Branching out in Antwerp, Belgium in June 2018](#), aim of this session was to, first of all, compare 2 very similar projects focusing on the Balkan route and observing the situation on the field.

Throughout the discussion with volunteers and coordinators from both of these projects, together they came up with some common situations the volunteers were facing while working with refugees in different contexts. The output of this workshop is listed through 6 main challenges people face on the field and the solutions given by experienced activists.



**Downloadable files:**

[Challenges on the field - the Balkan Route case; workshop output](#)



**Links:**

Route to connect:

<https://routetoconnect.com/>

Road of change:

<http://www.roadofchange.be/>

Branching out: (re)connecting ideas

<https://sci.ngo/what-we-do/projects/branching-out-re-connecting-ideas>

# NO BORDER FEST

*Festival dedicated to the topic of freedom of movement and struggle against diverse forms of racism*

**When:** 3 days in July, ongoing since 2009

**Contact / Source:** SCI Italy [coordinamento@sci-italia.it](mailto:coordinamento@sci-italia.it)

Marco Stefanelli (Laboratorio53), [stefanelli.m.90@gmail.com](mailto:stefanelli.m.90@gmail.com)

## Context and idea

The 3-days festival [No Border Fest](#) is conceived as a space for workshops, public debates, roundtables, human library, video/photo- exhibitions and music dedicated to the topic of freedom of movement and struggle against diverse forms of racism. SCI Italia is the main promoter along with several associations and informal groups dealing with the issues mentioned above, i.e. Laboratorio 53, Associazione Studi Giuridici sull'Immigrazione, Officine Culturali Insensinverso.

## Objectives and aim

The objective of the different editions of the No Border Fest is to deepen through workshops, roundtables and debates aspects related to migrants' everyday life as practice of repression of dignity, specifically sharing best practices connected to different approaches to the "hosting and sheltering" systems compared to the institutional ones, where migrant people are active in their own social inclusion and active citizens of their new societal frame. In order to achieve this goal several entities were invited, namely Casa dei Venti, Naga, CIAC, Refugee Welcome - Rome, Ex-MOI. Entities mentioned above had to organize as well a couple of workshops involving migrant people and social workers in order to share their stories and best practices.

## History and description

No Border Fest was organized for the first time in 2009 by SCI Italia along with several other associations and informal groups in response to the so called "Security Law", that established the juridical figure of "illegal immigration" in Italy.

## Target groups

Representatives of associations working with/for migrant people, especially those that implement “hosting and sheltering” systems different than the institutional ones.

- Migrant people
- Social workers
- Activists
- Local people

## Evaluation methods

A non-formal evaluation session during the last day of the festival as well as a questionnaire serve to collect impressions of the participants. The majority of the invited associations meet officially in October in order to work on follow-up activities.

There is a common need to work on self-training/learning on the different issues concerning the hosting and sheltering system. Furthermore it's of the uttermost importance to examine in deep what happens at the local level and figure out how to work difficulties, which tools are available and how to share them. Concerning the approach to host migrant people in families, it is important to understand if it is replicable in other contexts or other ways. Last but not least, the direct involvement of migrant people in each activity concerning their integration or active participation in the new societal frame must start from their needs, expectations and ambitions as well as a mutual work.

## Finances

SCI Italy wants to stress on the importance of funding since in Italy the majority of funding connected to working with/for migrant people are biased in the sense that they just conceive an emergency approach to the issue. For SCI Italy this approach is important in the short-time, but at the same time they strongly believe that it is in the long-term that a real impact on the society we're living can be achieved. SCI Italy admits that the [Refugee Fund](#) was an important possibility to implement that activity at the local level, which escapes from the mainstream approach of emergency towards this issue.



## Sustainability and follow up

One of the main features of the festival is its potential to attract several groups of people and not only specific ones or activists. This approach is guaranteed by its wide range of activities, from public debates to projections and music. Thanks to this feature, the festival is renowned as a pivotal event in Rome concerning migration issues. Moreover the human library is promoted in a way to involve people less aware of migration issues and give them the opportunity to join, in order to facilitate their direct interaction with migrant people and therefore break some of their stereotypes. Even more important is to stress the human level behind each socio-political issue. Through this initiative SCI Italia was able to enlarge its network of partners working with/for migrant people and with them it already started to discuss on the possibility to organize workcamps and implement projects at national level.



### Links:

Official website of No border fest: <https://www.nobordersmusicfestival.com>

The Refugee Fund: <https://www.sci.ngo/what-we-do/funds/the-refugee-fund>

### Reference / original source of method:

SCI Italy <https://sci-italia.it/>

# VACATION CAMP ACTIVITIES FOR CHILDREN OF REFUGEE CENTRE

*Providing different indoor and outdoor activities for kids of the Refugee Centre*

**When:** 2 weeks in summer

**Contact / Source:** Sandra Sych [sandra\\_sych@wp.pl](mailto:sandra_sych@wp.pl)

One World Association, SCI Poland, Monika Czerwinska, [monika@jedenswiat.org.pl](mailto:monika@jedenswiat.org.pl)

## Context and idea

OWA SCI Poland wanted to provide the children in the centre with the opportunity of participating in organized activities during summer. The project has been organised for few years, and they found it important to organise it in the Refugee Centre especially during the migration crisis.

## Objectives and aim

The aim was to involve the kids in organized activities, also to get them interested in the national and cultural background of the volunteers, which came from 4 different countries. It was even the possibility to give a chance to the volunteers to get involved with refugees and learn more about.

During the two weeks of the project it is about to involve the majority of young children in the activities and involve them in a routine through prepared workshops and games.

The objective of providing the children with entertainment and occupation should remain during the project and not be disturbed, even if the community in the centre is ever-changing, because of leaving and arriving families. It is also important to make them more aware of who the volunteers are and what they are doing, the main aim is to give them some good energy, joy and happiness.

It is important to spend enough time planning the activities with the coordinator and the other volunteers, discussing how to divide the tasks and what educational and recreational activities want to be conducted.

## Target groups

- All children living in the Refugee Centre

## History and description

This workcamp has been organized for the last couple of years and its simplicity enables to continue running it annually.

## Public relations

Through the SCI and Once World Association website as well as social media, pictures and stories can be shared to inform the public about the project.

## Evaluation methods

It helps to have team-meetings every evening in order to discuss difficulties, changes to be done, tips and motivate each other for the next day.

By the end of the workcamp a survey sent out to volunteers and coordinators and as well as an internal report is needed for the follow up of the project.

## Finances

This project has been supported by the Refugee Fund of SCI International.



### Links:

The Refugee Fund: <https://www.sci.ngo/what-we-do/funds/the-refugee-fund>

# BROKEN WINDOWS PROJECT

## *Reclaiming the public space in the Refugee Camp*

**When:** 10th - 14th December 2016

**Contact/Source:** CVS Bulgaria [projects@cvs-bg.org](mailto:projects@cvs-bg.org),  
Cynthia Garibay López [cynthia.garibay12@gmail.com](mailto:cynthia.garibay12@gmail.com)

## Context and idea

Involve local community and the refugee population of the camp in a “space reclaim and improvement journey” as well as improve the refugee’s agency and ownership, cooperation and social healing through art.

## Objectives and aim

The main goal of the project is to involve local community, other grassroots NGOs and the refugee population of the camp in a “space reclaim and improvement journey”. The act of reclaiming the space they inhabit is important, because usually they are not involved in taking care of it and thus they lack of ownership and agency (capacity of individuals to act independently and make their own choices). The organisation of an artistic intervention, as joint efforts to improve the living conditions of the refugees, serves also to help locals to better understand the difficulties refugees face not only in the camp and surroundings but also during their whole journey. Therefore reducing mutual prejudices by bringing people together while working towards a tangible objective and common goal leads to raise mutual understanding as well as solidarity and community work, what can greatly impact both refugees’ and locals’ perception of “otherness”. In addition, it directly affects asylum seekers’ living conditions in the camp by improving their environment and the state of some public spaces.

## Target groups

- Local volunteers (preferably not already involved in The Refugee Project),
- Residents of the Refugee Camp (women, men and youngsters)
- Artistic volunteers if possible

## Description of concrete activities

- Clean the playground, garden and surrounding areas of the building where some families and children live, and where the classroom is located.
- Clean floors, walls and pick up trash of the corridor leading to the classroom, as well as the common areas of the building.
- Repair the ceiling of the corridor leading to the classroom.
- Make a giant blackboard in one of the walls outside.
- Artistically intervene two walls of the main entrance of the building with a child- friendly mural.

## History

The Refugee project is an initiative that involves local volunteers in tutoring asylum seekers and refugees from different ages groups. Within the project daily activities are provided dedicated to different subjects: Bulgarian, English, Maths&Science, Art. While working at the venue and throughout the daily contact with the inhabitants and the staff of the camp, CVS Bulgaria noticed the gap between both involved groups in terms of maintaining the public space and also lack of involvement of the local community, apart from the volunteers in The Refugee project. On the other hand the space leading to the children's classroom was not child friendly and needed some artistic improvements in order to welcome the kids to classes and make their time out of the classroom more pleasant.

## Steps:

1. Communication with the State agency for refugees in order to get the needed permission to operate in the space.
2. Communication with partners (here Open Space foundation) and preliminary visit in order to get introduced to the space
3. Mapping of the area
4. Recruitment of volunteers; both from the camp and outside
5. Supplying with materials and food
6. Coordinating the actual implementation of the activity
7. Report

## Evaluation methods

The project succeeded at transforming the space in which children and other students spend most of the time during the day, especially during winter. Now there is a blackboard available at all times for children, and also adults, to get creative, independently from the class schedules. There is also a beautiful mural in which some resident children are portrayed and where they can learn new words and let their imagination fly. Most of the people were very happy with the changes, which were very visible. By involving them in the cleaning of their living space, they were also made aware of the importance of taking care of the place, regardless of the time they are planning to spend on the camp. Volunteers were happy to be provided with resources (such as cleaning materials) to dignify their living spaces.

## Sustainability and follow up

The initiative was followed by an action of Doctors of the World organization, supplying cleaning materials to the inhabitants of the camp, involving them in sustaining the place's hygiene. Future cooperation with other organizations should be encouraged to continue with this kind of concept.

## Finances

This project has been supported by the Refugee Fund of SCI International.



### Links:

Creation of a website article and a video of the initiative: <http://cvs-bg.org/broken-windows-project/?lang=en>

The Refugee Fund: <https://www.sci.ngo/what-we-do/funds/the-refugee-fund>

CVS Bulgaria: [www.cvs-bg.org](http://www.cvs-bg.org)

# NO BORDERS CORNER & FAIRY TALES OF THE WORLD

*Section creation and cultural activities in municipal libraries*

**When:** Started in 2017

**Contact / Source:** Zavod Voluntariat, Loredana Gamurari [club.of.volunteers@gmail.com](mailto:club.of.volunteers@gmail.com)

Viktorija Kos (Zavod Voluntariat) [zavod@zavod-voluntariat.si](mailto:zavod@zavod-voluntariat.si)

Humanitas Association, Manca Šetinc Vernik [manca@humanitas.si](mailto:manca@humanitas.si)

## Context and idea

Zavod Voluntariat in collaboration with the Slovene NGO Humanitas helped expand the section called The House of the Worlds, the latter one already had installed in the library. The No Borders Corner section was created for books in Middle Eastern languages, like Arabic, Pashto, Farsi, Urdu, Kurdish etc. In this way the refugees and asylum seekers can access books in their own languages and at the same time could gather and integrate within the local community. This section in the library is also essential to raise awareness on the topic of forced migrations among Slovenian citizens: as the number of refugees is quite low and the asylum centres are mostly located outside city centres, for majority of the people it's hard to get in touch with migrants or refugees and to get to know their situation. The space is also a counterweight to manipulations (like nationalist propaganda), fear and irrational prejudice and offers opportunities to meet, connect and get to know each other.

## Objectives and aim

The main aim of the projects is to facilitate the integration and settling (temporary or permanent) of refugees and asylum seekers by offering them a special space in one of the municipality libraries where they can reach books in their languages. In addition people can learn about the worlds of others and create intellectual ties.

## Target groups

- Asylum seekers and refugees
- Local community
- Volunteers

## History and description

The project was realized in collaboration with the Slovene NGO Humanitas, which has been working for years in the fields of global education and social inclusion. The number of refugees and asylum seekers in Slovenia is quite low in comparison with other European countries. Thus, the social inclusion is even harder for them, they can't count on the support of big communities of people from Iraq or Syria, for instance, as in some other states of the EU. That is why Zavod Volontariat wanted to offer them a safe place where they can access books in their languages and at the same time integrate within the local community

## Public relations

In order to increase the knowledge of this project Zavod Volontariat prepared promotional events in the central municipality library in for inaugurating the space, which was aimed at the end users as well as the general public. There were at least 40 people at the opening ceremony, including the journalist of one of the biggest daily newspaper *Dnevnik* who reported about the event. Afterwards the books and the library section were promoted at 3 other locations; an asylum home in Ljubljana (for single men) and in Maribor and Logatec where there are mainly families. Volunteers with refugee background helped to organize the events and served as translators as well as cultural mediators. Through the activities refugees and asylum seekers were reached who live in Slovenia and the general public as well who got to know the No Borders Corner through different media articles. Different communication channels (webpage, FB...) of both Humanitas Association and Zavod Volontariat were used to promote the project and spread the information about the library corner.

## Evaluation methods

- informal feedback from asylum seekers and refugees that attended the event
- collecting the number of participants on each event
- monitoring the number of people that borrowed books from the section at the library

## Finances

The cooperation with Humanitas Association allowed to afford more books, either buying or collecting them and both projects have been supported by the Refugee Fund of SCI International.



## Sustainability and follow up

First of all, the reached asylum seekers and the refugees got to know about the possibility to borrow books in their own language from the Ljubljana's Library. Starting from the opening of the No Borders Corner, many of them registered and took books home. Secondly, through the newspaper, Zavod Volontariat and Humanitas Association reached the local population about the project and promoted it also through social media. The safe space started working, with gathering of locals and refugees in the same place. This contributes to the cultural exchange and gaining more knowledge about each other. The books were welcomed by the native speakers who started to ask for more of them, especially from the famous poets and writers of the Middle East. In order to promote and increase cultural exchange between refugees, asylum seekers and the local population, Zavod Volontariat applied again for the Refugee Fund with the **FAIRY TALES OF THE WORLD** project. Through the extension of the inventory by new books, based on the preferences of the refugees of their favourite works of literature, the users get the opportunity to get to know new works from the Middle East. The initiative aims to enrich the knowledge of the world of every visitor and to connect them, in order to lower barriers and promote mutual understanding. Hence, Zavod Volontariat is organizing 4 fairy tale nights, where tales in different languages are narrated. In this way, they collect fairy tales unknown to both local community's and the refugees' children. In that sense the project is guaranteeing it's sustainability and impact. Social inclusion and integration is facilitated and prejudices of the local community lowered. Being an Eurocentric society, through offering more knowledge about the world, the project aims to open the horizons of both local community as well as newcomers. Through the Fairy Tales of the World more visitors are invited to the municipal library what encourages the intercultural dialogue. Such literature nights as cultural events support and strengthen the mutual respect of the participants, offering them the possibility to communicate and to learn more from different cultures.



### Links:

Zavod Volontariat Blog:

<http://blog.zavod-volontariat.si/no-borders-corner-a-way-to-intercultural-exchange-and-integration/>

Newspaper Dnevnik: <https://www.dnevnik.si/1042817728>

Photos of the corner can be found on Facebook:

<https://www.facebook.com/humanitas.drustvo/posts/1616725111738849>

Facebook Event First Fairy Tales of the World evening:

<https://www.facebook.com/events/685878541811910/>

# WINTER FULL OF FUN & SUMMER BALATON TRIP

*Weekend activities discovering together new places in Hungary and learning new skills by making videos and taking pictures*

**When:**

**Contact / Source:** Útilapu Hálózat - Open Doors SCI Hungary

Ágnes Jekli and Sarina Sarjos, [opendoorshungary@gmail.com](mailto:opendoorshungary@gmail.com)

## Objectives and aim

The aim of the Winter Full of Fun project was to help the inclusion and integration of the refugee and asylum seeking youth in Hungary, by providing regular programs, new experiences, and interaction with the majority society, intercultural learning and fun. Additionally, with this project, they wanted to give the refugee youth the chance to become an active part of Útilapu Hálózat - Open Doors, learning about volunteering, getting the chance to be creative and expressing themselves, in order to be able to participate in different international programs as well in the future by using their new knowledge.

During the project, Útilapu Hálózat -Open Doors organized thematic weekends where the active volunteers and the refugee youth got the chance to do activities together. The organized trips gave a good chance for team building as well as to maintain the good relation within the target groups. Thanks to the support of The Refugee Fund, they got the possibility of new experiences and to strengthen the relationships between them. In that sense the stronger connection helps the refugee youth in their motivation for integration into the Hungarian society.

## Target groups

- Youth refugees and asylum seekers
- Open Doors volunteers
- Local community for the Restaurant Day

## Program

**Winter:** In the first program they learned Hungarian folk dance as well as traditional Hungarian songs. The second program was Ice Skating. For some participants it was the first time and they had a lot of fun. Everyone liked it and wants to do continue doing in the future. In the third program the participants were exploring the Buda caves. Historical facts about the cave have been transmitted during the tour and the caves could be explored safely. Afterwards, a Restaurant Day in the new office was arranged. They were cooking together with the refugee youth and adults and invited people to join while eating delicious intercultural food dishes. In the menu there was, for example, Afghan bolani and Indian Samosa. At the same time fundraising was arranged to get donations from people for future projects with refugees. In the last program, art was created and a colourful world map was painted at the wall of the childcare centre where the refugee youth are living. The painting was done together as everyone added elements and colours they wanted.

**Summer:** During the first day they were playing team building games and went to the beach where they were practising together how to use camera and took short stop motion videos and pictures. In the evening they had a bonfire and they cooked dinner together in the garden. The next morning they took a boat to the historical town Tihany where they were hiking and making videos. Participants formed groups and had one experienced adult volunteer in their group to give support and advice in filming or camera use when needed. They had different tasks to make videos about, like “film something that flies”. After making videos, they had a picnic together and then took the train back to Budapest.

## Public relations

Posting pictures and videos on Facebook and Instagram.

## Evaluation methods

After each program the organizers had a talk about the activity and what can be improved for the next thematic weekend. As some of the participants were changing, feedback was collected directly after every program from the refugee youth and the volunteers.

## Finances

Both projects have been supported by the Refugee Fund of SCI International.

## Sustainability and follow up

In order to strengthen the relationships as well as new skills the weekend trip to the Balaton Lake was organized while making videos together. More activities have been planned with the refugee youth and the volunteers. They want to continue weekend programs with the refugee youth and Open Doors volunteers, but also are planning to arrange an intensive, whole weekend trip, where more new skills can be learned. Meetings at the child care centre where the refugee youth is living serves to reach the needs and keep the connections and cooperation as good as it is now.



### Links:

Ice Skating:

[https://www.facebook.com/pg/OpenDoorsHungary/photos/?tab=album&album\\_id=743338025821845](https://www.facebook.com/pg/OpenDoorsHungary/photos/?tab=album&album_id=743338025821845)

Buda Cave:

[https://www.facebook.com/207046106117709/photos/?tab=album&album\\_id=746504832171831](https://www.facebook.com/207046106117709/photos/?tab=album&album_id=746504832171831)

Restaurant Day:

[https://www.facebook.com/pg/OpenDoorsHungary/photos/?tab=album&album\\_id=827258177429829](https://www.facebook.com/pg/OpenDoorsHungary/photos/?tab=album&album_id=827258177429829)

Map of our world:

[https://www.facebook.com/207046106117709/photos/?tab=album&album\\_id=764974606991520](https://www.facebook.com/207046106117709/photos/?tab=album&album_id=764974606991520)

# VOLUNTEER WEEKEND - COME AND SHARE

*Giving feedback, evaluating experiences, sharing them with others and participating in thematic workshops*

**When:** To do once or twice a year

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## Context and idea

The Volunteer Weekend is an event for KVT volunteers with a special focus on migration. It is an annual event for volunteers and activists to give feedback, evaluate their experiences and share them with others. Each year the focus can be an actual one related to migration. Therefore immigrant participants can be asked to share their experiences, plan and run a workshop in cooperation with other branch members and participate in the discussions.

One day can be dedicated to focus on giving feedback and sharing experiences by dividing into small groups (camp leaders and hosts, asylum seekers, long term and short term volunteering) as well as having brief case examples of different types of volunteering you can do within SCI. For instance, KVT had a camp host from the Siuntio reception centre telling about their workcamp experience, a camp leader with an asylum seeker background and volunteer experiences from Palestine. During the afternoon the participants had the chance to learn Arabic, Somali and Dari languages in the Multilingual town workshop which was prepared and run mainly by volunteers with refugee background. The evening continued with singing, dancing and sauna. The other day, there were two workshops: firstly regarding activism and media in the Middle East and secondly Comics Power!-workshop facilitated by World Comics Finland. Both of the workshops encouraged participants to think about their points of view and express them.

## Objectives and aim

The volunteer weekend is an empowering event for all volunteers, letting them to go through and evaluate their experiences, but also to get inspired by listening to others as well as making new contacts. For asylum seekers this is a good occasion for integration and finding local ways for active citizenship. In addition, the branch can also find new active volunteers with refugee background.

As a long term aim, KVT wanted to establish a common ground for future activities with asylum seekers and migrants. During the weekend they were able to get a wider understanding of what KVT does and also learn it in practice when planning and conducting parts of the programme, thus finding new ways to be active in KVT and SCI as well as share their views on how KVT's work with refugees could be further developed.

## Target groups

- Asylum seekers
- Activists in the field
- Camp leaders and host
- Camp participants
- Volunteers from the branch

## History and description

KVT has worked with asylum seekers regularly providing every year 16-20 places for asylum seekers on Finnish workcamps with great results. Unfortunately they have been unable to offer ways to stay active in the organisation after the camp, even though the participants have been very willing to do so. On one side KVT has not been aware what the organisation could offer to the asylum seekers and how they could contribute to the organisation, and on the other hand, the migrant participants have not received a comprehensive picture of KVT and what else they could do within the organisation. Thus, they tried to concentrate on creating interaction and getting to know the immigrant volunteers better through concrete work together with planning and implementing the annual Volunteer Weekend.

## Evaluation methods

At the end a brief evaluation session with all the participants was useful to hear what the best parts of the weekend were and what could be done differently. After the Multilingual town workshop, feedback from the facilitators were collected verbally and after the event the organisers of the weekend summed up the feedback

and shared their own views. The Volunteer weekend can also be discussed at the board meeting. As we know, feedback serves to reveal issues to be improved or to be continued for next years.

## Public relations

The event was advertised beforehand on KVT's website and Facebook pages several times. Afterwards, pictures were shared via Facebook and Instagram.

## Sustainability and follow up

Two asylum seekers were sharing the workcamp experiences and discussing the topic of asylum seekers as volunteers in the annual Volunteer coordinator autumn seminar in Helsinki in October 2016. Organisation of a meeting in order to plan together with more details what and in which ways the asylum seekers would like to volunteer and what support they need. On social media channels content can be shared to promote the activities. In spring visiting the reception centres that have cooperated earlier in order to inform about the volunteering options next summer. Whenever possible, these visits can be organised with asylum seekers that have already participated in the camps before.



### Links:

Pictures from the weekend:

[https://drive.google.com/drive/folders/OB\\_j6LCr6RZ13bS04QW1RbTdkV0U](https://drive.google.com/drive/folders/OB_j6LCr6RZ13bS04QW1RbTdkV0U)

Created comics of the Comics power! - workshop:

[https://drive.google.com/open?id=OB\\_j6LCr6RZ13OU96MDQ1RXJDVGc](https://drive.google.com/open?id=OB_j6LCr6RZ13OU96MDQ1RXJDVGc)

KVT's Facebook Event 'KVT Volunteer Weekend 2016'

<https://www.facebook.com/events/151688201942324/permalink/176002169510927/>

# **VOLUNTEER HOUSE AT THE BORDER MACEDONIA-SERBIA**

## **Context and idea**

After visiting refugee camps and stations at all the border crossings, the volunteers decided to focus their work around the Serbia-Macedonia border, in Tabanovce, a village with a refugee station. Refugees arrived there day and night. The Tabanovce refugee station was a transit zone, people seeking refugee did not stay (unless they really needed to rest and use facilities). At the station there was a toilet, food, a clothes tent, a Red Cross unit and about 30 UN tents.

The main work of the volunteers consisted in giving information to refugees. Often they did even not know where they were, which borders were open, how to ask asylum, what is the Dublin agreement, what would be the challenges ahead, how to look after their children in that context... The volunteers also helped local organizations in handing out food and clothes where needed. Especially during night shifts they identified vulnerable target groups and cooperated with the Red Cross to help them in need. The volunteers collected stories and documented experiences of all people involved. They spoke and connected with other volunteers all along the Balkan route through online applications.

## **Objectives and aim**

The mission of the volunteers was to support other volunteers working with refugees, local (Tabanovce refugee station) and regional (along the humanitarian corridor that runs through the Balkan) and International. Therefore they decided to rent a volunteer house in the village, nearby the refugee station. This house would serve as a place to stay for local volunteers working at the refugee station; it should also provide rest for volunteers who drive aid material from far away; and it would be a centre for meetings, coordinating activities and training. Like that a place for volunteers was opened all over the Balkan in order to start with the exchange of practice and mutual support. This place offers rest and home feeling for volunteers to share stories as well as to gather new energy, ideas and self-confidence to go back to the field.

Often in the villages there is a hostile attitude towards newcomers. Therefore, one of the goals is to involve the local community, by inviting local youth for activities with the volunteers. Relationships with local people can be built through neighbour contacts. In this way first-hand experience can be given to the locals about who the refugees are. It was a pilot project to overcome prejudices and stereotypes, in order to change the attitude of locals in the Balkan towards the people fleeing war and their living conditions. This project can be multiplied to other locations in the Balkan and beyond.



### Target groups

(Independent) volunteers working with refugees

### Additional information

SAVA Working Group donation and independent fundraising efforts



#### Links:

Blog: <https://refugeeinsci.wordpress.com/volunteer-observations/>