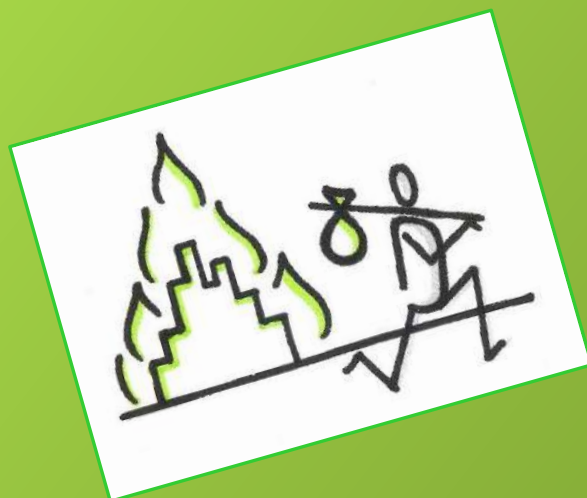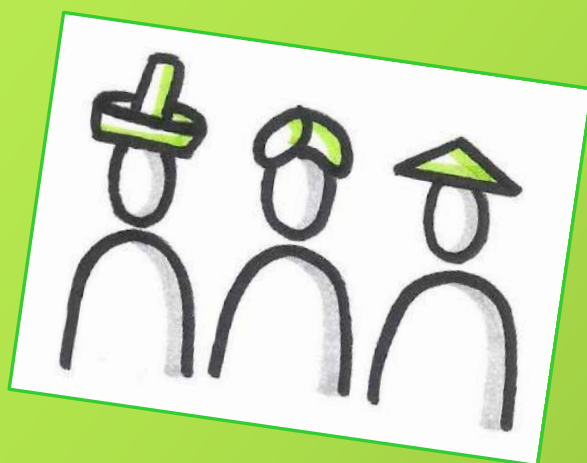# GO VISUAL!

ICON DICTIONARY
ON MIGRATION
AND REFUGEES

MAŁGORZATA TUR

DOMINIKA RATAJCZYK

Funded by the
Erasmus+ Programme
of the European Union

Authors

Concept, text, and layout: Małgorzata Tur
Icons: Dominika Ratajczyk

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INTRODUCTION

WHY AN ICON DICTIONARY ON MIGRATION?

We all remember boring lessons at schools, don't we? Those ones where the teacher would start a long monologue and the only thing a student was allowed to do was to take notes. After 15 minutes of listening (or 2 minutes, in some cases) the boredom was creeping in, and the monotonous voice of the teacher would make you begin day-dreaming… or fall asleep.

While hoping that such experiences were rather rare in your school days, let's underline: this teaching-preaching approach is something we do *not* want in education for migration! If we want our learners to change their knowledge, skills, or attitudes on refugees and migration in general, let's choose another teaching style!

The change we wish for takes place in the learner's brains – the most mysterious part of the human body: weighing only around 1.5 kg, consisting of mostly water, some 13 grams of proteins, and a few grams of fat – yet it consumes 20% of the energy produced within the body. The brain is the place where the thinking takes place, memories are stored, and emotions and attitudes are created.

Fortunately, thanks to the developments in modern science, we have improved our knowledge on the way in which he brain works – and changes. Neuroscience has greatly developed in the last 15 years, and though not every teacher or educator might be ready to explore the details behind notions such as functional magnetic resonance imaging, connectome, or brainbow, all educators can and should remember a few factors that make the brain learn.

The brain learns the best when: information is interesting, easy to understand, visual, colourful, presented through symbols, uncommon, surprising, funny, the message is passionate, and repeated many times. It also memorises more the opening and closing (of a speech, workshop, lecture…) rather than what is between. Your brain, in addition, will learn the best, when you are relaxed, have time, can concentrate, have enough oxygen, and you are neither hungry nor thirsty (brain needs plenty of water!). The teaching will also have a far greater impact on the recipients if it allows for engagement, movement, practising, integration of both hemispheres, and the aim and benefits of the process are clear.

So many prerequisites for effective learning have been listed in the above paragraph, and the list might be continued!

Education on migration and refugees is a challenging field, as it often digs deep down to the attitudes of participants, and provokes thoughts and heated discussions. The educators may stumble upon many difficulties when reaching to the audience and trying to open the minds, confront attitudes, and make people learn and change. Following the brain-friendly learning strategies may greatly support them in this process.

With this dictionary we equip teachers and educators with a set of 61 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!

How do these icons support your learner's brain and the change you intend to bring? Most importantly, they respond to the brain's craving for images. The visual input helps the brain to get interested, open for information, and remember much better. Furthermore, the symbolic representation of various (often abstract) notions makes it much easier to understand them, and memorise them. For instance, the four strategies of acculturation are much easier to understand and remember if one hears not only the names: assimilation, integration, segregation, and marginalisation, but also sees accompanying drawings.

While producing the dictionary, we based on the Bikablo® style of icon creation. This fabulous school of visualising has mastered the art of turning words and notions into easy-to-draw icons. You might turn to the available Bikablo® dictionaries (www.bikablo.kommunikationslotsen.de/bikablo-produkte) to get more inspiration on how to spice up your lessons and workshops.

HOW TO USE THE ICON DICTIONARY?

The dictionary 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: first a happy life in the home country (icons such as job, school, and family), then – the danger they face (e.g. war, persecution, torture), the exodus (border, loneliness, hope…), seeking protection in a new country (with notions such as refugee camp, interview for refugee status, decision), and finally a new life in a foreign country (e.g. safety, support, cultural differences).

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.

Some ideas for your workshop:

- When presenting the refugee definition from the Geneva Convention (1951) and the 5 reasons of persecution it lists, use the following icons: race, religion, nationality, belonging to a particular social group, and political opinions.
- If you want to show the emotions that a refugee person experiences, use icons such as: fear, loneliness, trauma, courage, hope, happiness.
- When presenting the typical process of applying for a refugee status and being granted protection, consider the following icons: border, law, asylum seekers' centre, interview for refugee status, awaiting, decision, protection.
- While portraying the complex relations that a migrant experiences in the new country, take into consideration icons such as: society, learning about each other, respect, open-mindness, support, but also cultural differences, prejudice, racism, terrorism.
- Lastly, as already mentioned, when showing the 4 strategies of acculturation of a stranger in a new culture (by John Berry), use icons depicting assimilation, integration, segregation, and marginalisation.

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, and literally everyone can sketch them! We guarantee that because we have tested them all on different non-professionals and even if it sometimes took several attempts to put in practice the right proportions, in the end everybody succeeded.

While drawing, please remember that the best visual effect is achieved when using not only a black marker, but also a grey one for shading, and one colourful marker (green, orange, blue, etc.) for spicing up your drawing and highlighting its key elements. Please feel free to experiment, alter or combine icons, or draw a new one! We hope the dictionary can have subsequent editions, and we will happily include your icon idea in the next one! Please send them to scitrainers@sci.ngo 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 us regarding where and in which situations our icon dictionary is used!

SCI AND THE GO VISUAL! PROJECT

Service Civil International is a worldwide peace movement with 100 years of experience.

SCI's vision is a world of peace; social justice and sustainable development, where all people live together with mutual respect and without recourse to any form of violence to solve conflict. SCI's mission is to promote a culture of peace by organising international volunteering projects with local and global impact.

To achieve its vision, SCI organises numerous workcamps (international voluntary camps) and long-term voluntary projects, bringing together people from different countries, cultures and backgrounds to live and work together. The projects break down barriers between people and develop intercultural understanding. In that way they contribute to building a culture of peace among people.

Every year, thousands of volunteers join our efforts and together we promote peace by working in different areas with diverse groups of people

In addition, SCI run a number of campaign, programmes, non-formal education projects, seminars, trainings, and other cultural and educational activities. It is also a publisher of a range of educational materials.

The project "Go Visual! – Creative education about migration" (lasting from June to November 2016) was a part of the SCI Building Bridges Campaign on refugees, and was also a response to the situation in Europe, which at the time of project creation was experiencing an influx of refugees and migrants. The project was developed by One World Association – SCI Poland in co-operation with partners from Belgium, Bulgaria, Estonia, Germany, Greece, Hungary, Ireland, Italy, and Spain.

Go Visual! project aimed to improve the quality of international volunteer and youth activities by providing participants with the know-how on the essentials of designing and running creative educational activities about migration, with a special emphasis on visual facilitation in this educational process.

The project consisted of two elements:
- training course for multipliers "Go visual! Creative education about migration";
- producing a visual icon dictionary on migration.

The training course *Go Visual!* (7-11 September 2016, Poznań, Poland) gathered 25 participants (educators, activists) from 9 European countries, who learnt and shared information on how to educate young people on migration, including refugee issues, through using visual facilitation methods and other creative methodologies. The participants were volunteers and staff members of youth organisations who planned to act (or already acted) as educators: persons transferring knowledge, skills, and values to both the youth and adults, and who intended to design and run workshops and trainings on migration, using creative and brain-friendly learning methods.

The training was based on the lessons learnt from the successful educational programme on refugees and migrants that One World Association has been running in schools for the last 19 years.

In addition, a tangible outcome of the project is this Icon Dictionary on Migration, which we hope will support you in running exciting workshops and will maximise your educational impact.

"Go Visual!" Training in September 2016 – brainstorming phase during the workshop on the creation of icons

Between August 2018 and May 2019, SCI organised a new project for trainers and educators: "Share, Experience, Get Inspired - Enjoy the diversity of non-formal learning tools", which aimed at increasing the capacity of 12 European organisations by supporting the professional development and enhancement of the competences of their youth workers in fostering creativity, participation, sharing, cooperation, mutual learning and innovation in the field of non-formal learning.

The main activity of the project was a seminar for intensive exchange of methods, tools and practices in the field of non-formal learning, which took place in Belgium in October 2018. Almost 40 trainers, educators, and youth workers attended the event, coming from Belgium, Bulgaria, Czech Republic, Germany, Hungary, Italy, Macedonia, Poland, Portugal, Spain, Sri Lanka, Switzerland and Turkey.

The programme was facilitated by Natalia Jivkova and Małgorzata Tur, and one of the topics tackled was visual facilitation and usage of icons for a more brain-friendly learning.

As one of the project follow-up actions, the *Go Visual!* dictionary received a set of new icons, which are presented in this edition. They were proposed by the participants, and allow for a wider choice of icons while running workshops or other events on the topic of migration and refugees.

Both above-mentioned events were co-funded by the Erasmus+ Programme of the European Union.

NOTE ON THE AUTHORS

The Icon Dictionary preparation process started with "Go Visual! Creative education about migration" training course in 2016, where visual facilitation adepts and enthusiasts of 14 nationalities created the first, draft list of terms to be included in the dictionary, and attempted to propose the first sketches of symbols. Additional ideas were collected in the same way during the "Share, Experience, Get Inspired - Enjoy the diversity of non-formal learning tools" seminar in 2018.

The ideas gathered by the groups were then further processed by Małgorzata Tur (responsible for the concept and the text) and Dominika Ratajczyk (author of the icons), both from Poland.

Małgorzata Tur is a sociologist, trainer and educator, owner of Pracownia Interakcji training company. In her educational work she supports individuals and groups to develop their skills and grow. Małgorzata has been active in the refugee field since 1998, leading workcamps in asylum seekers' centres, organising International Refugee Day celebrations, and coordinating the Educational Programme on Refugees and Minorities by SCI Poland.
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Dominika Ratajczyk is a student of architecture at the Warsaw University of Technology and a graduate of the Warsaw Drawing School. She has been developing her talent by trying out different drawing techniques and styles. Interpretation and comprehensible transmission of the message are Dominika's two key assumptions to the profession she intends to carry on in the future.
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"Share, Experience, Get Inspired!" Seminar in October 2018 – building our visual dictionary

ICON DICTIONARY

KEYWORD INDEX

LIVING IN SAFETY

FAMILY

HOME

JOB, WORK

SCHOOL

KNOWLEDGE

SKILLS

HOBBIES,
INTERESTS

PEACE

HAPPINESS,
JOY

ENDANGERMENT

CONFLICT

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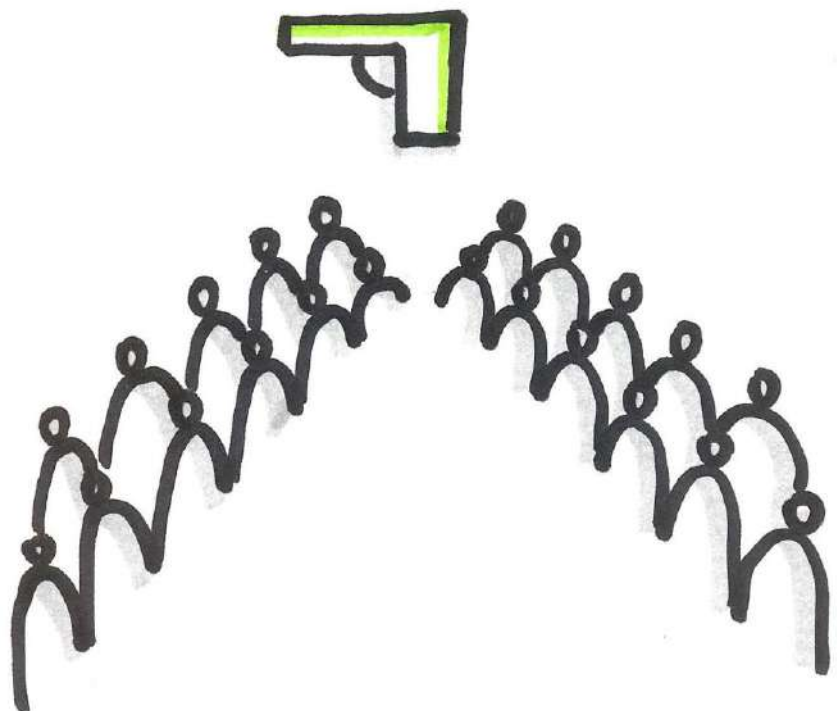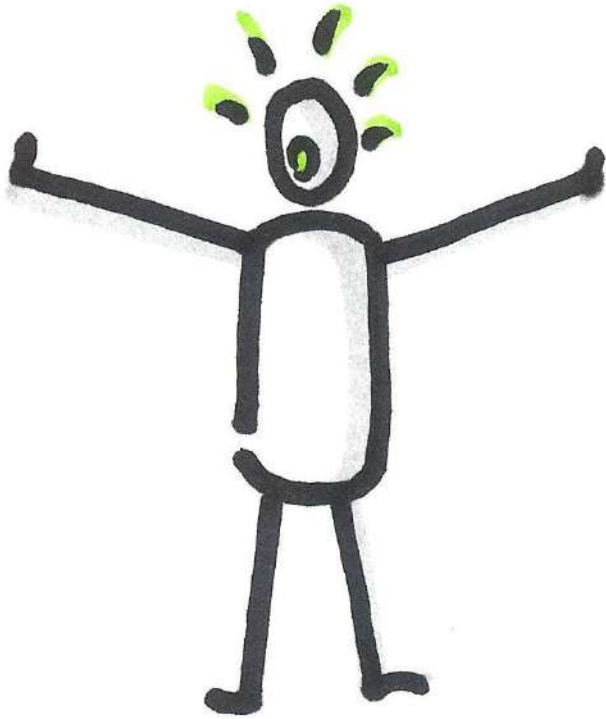
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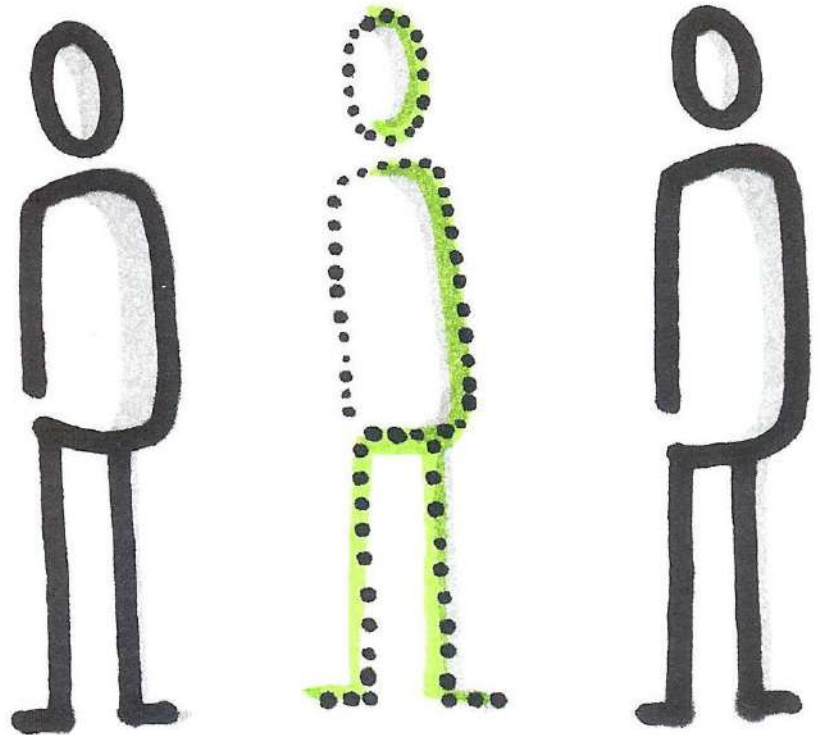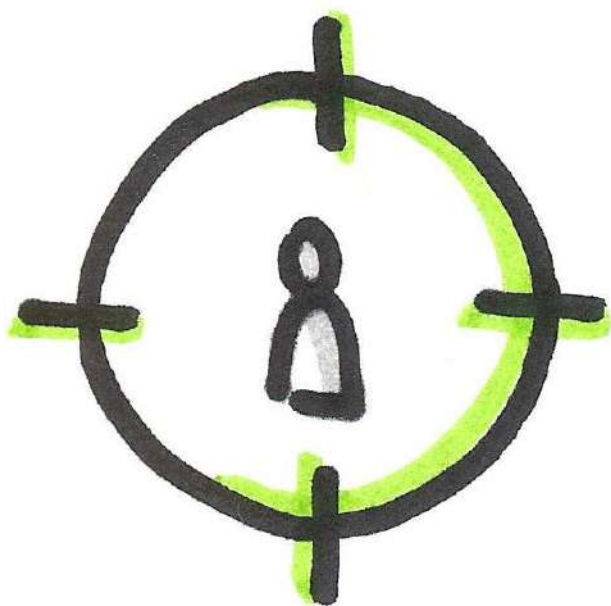
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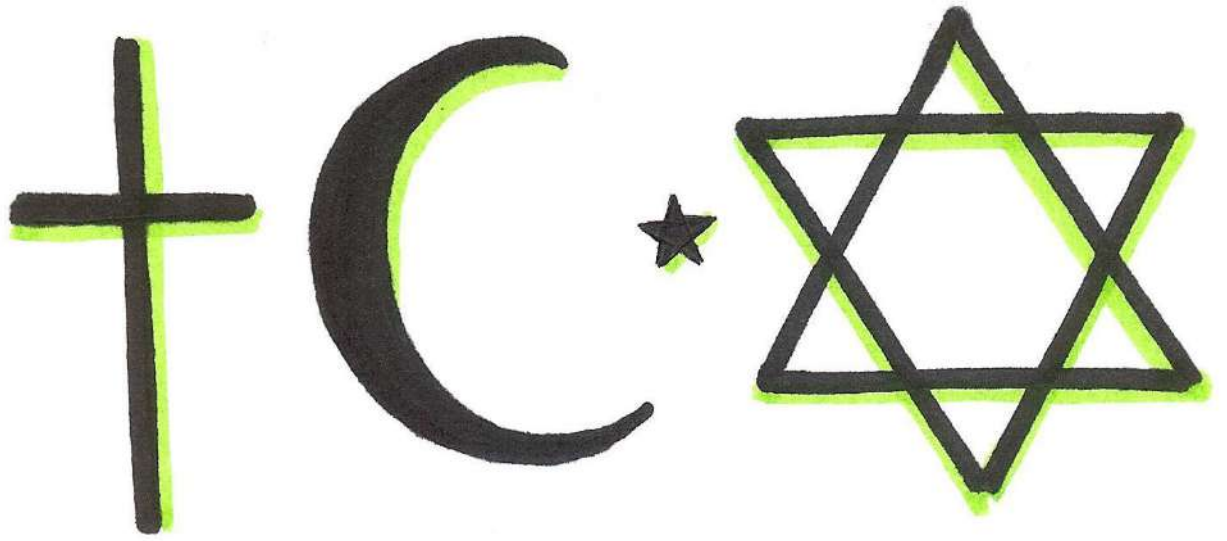
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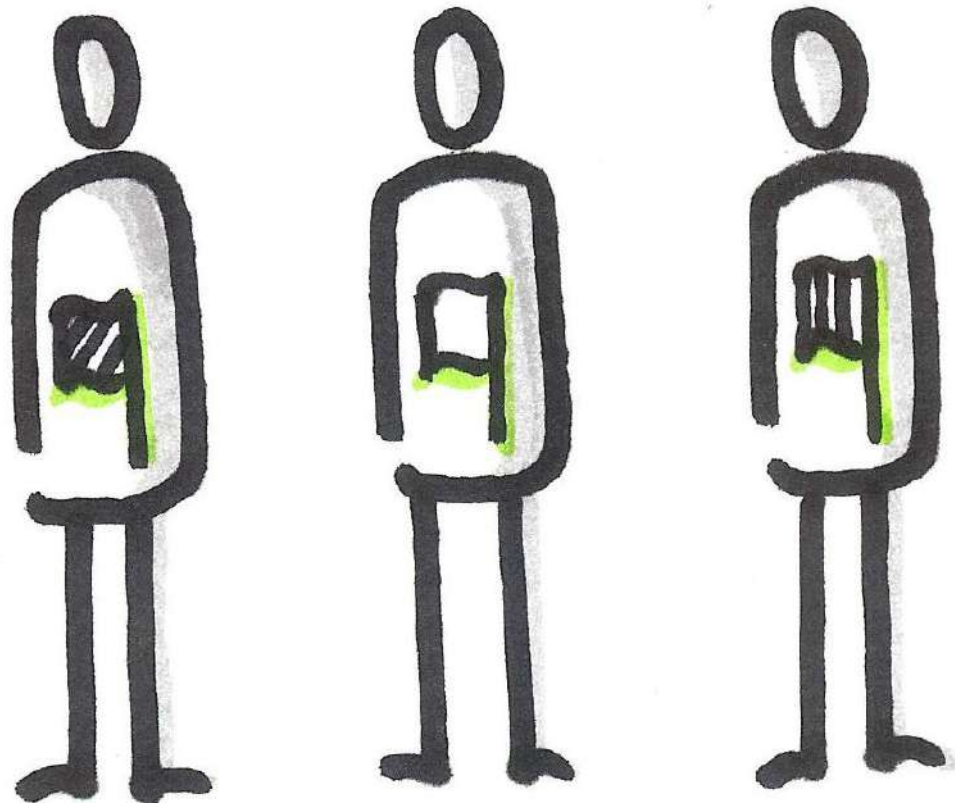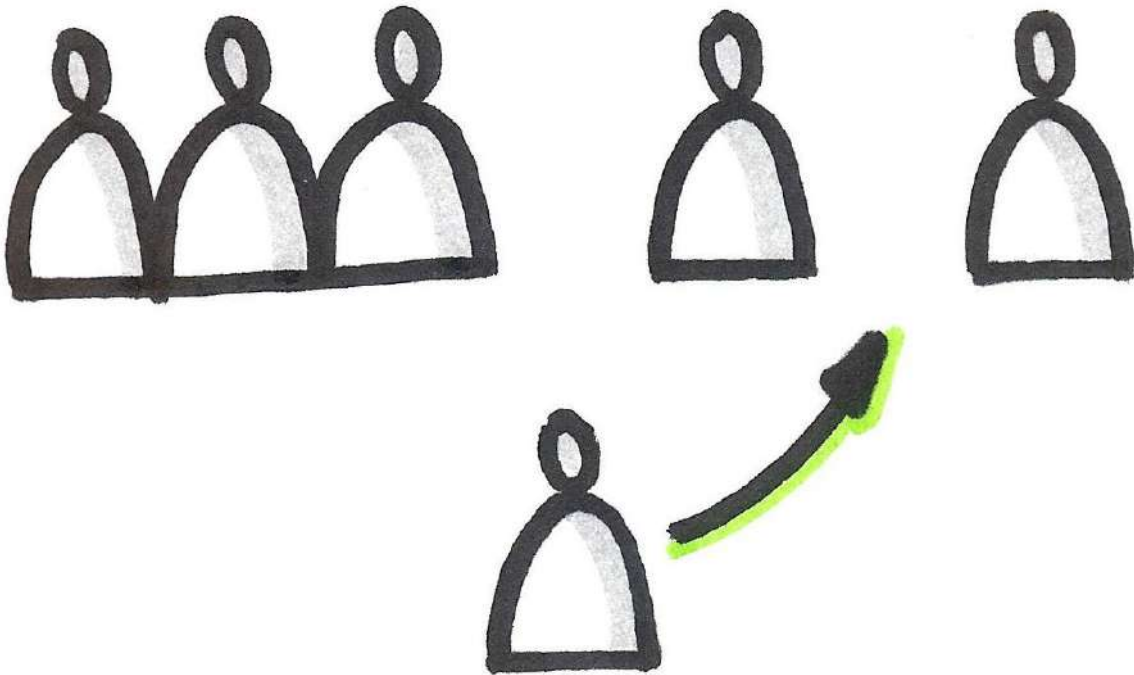
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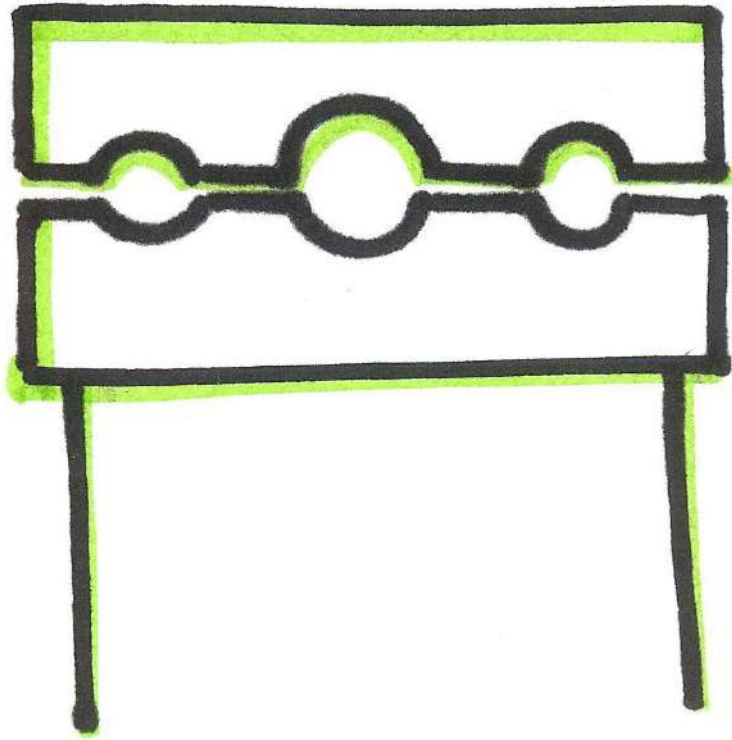
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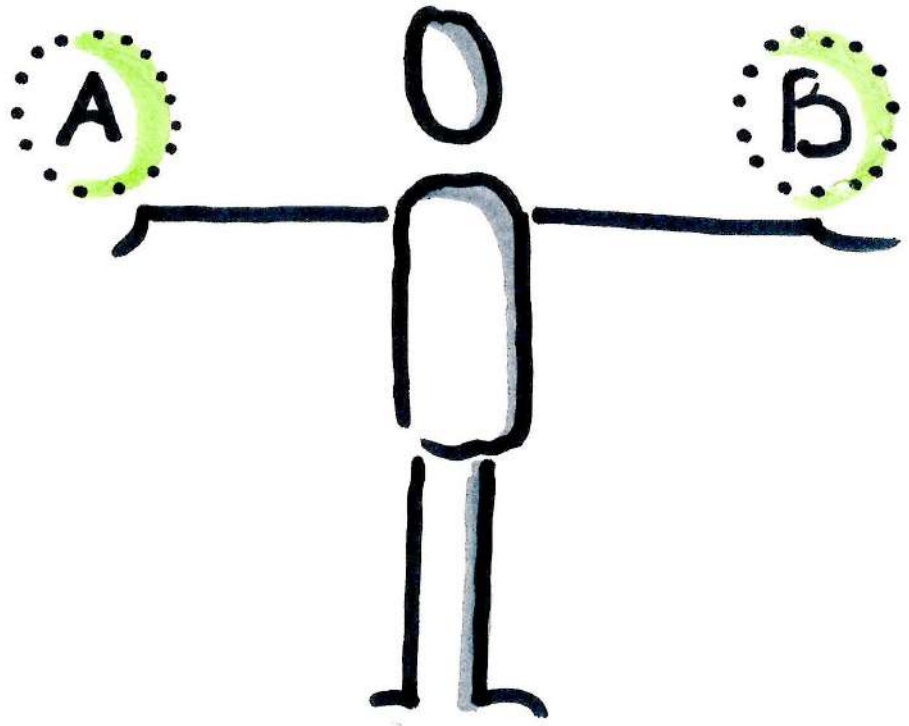
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ESCAPE, FLEEING

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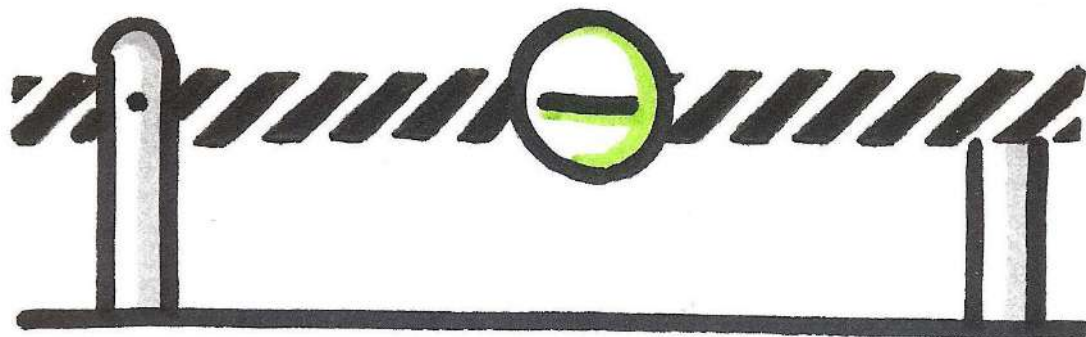
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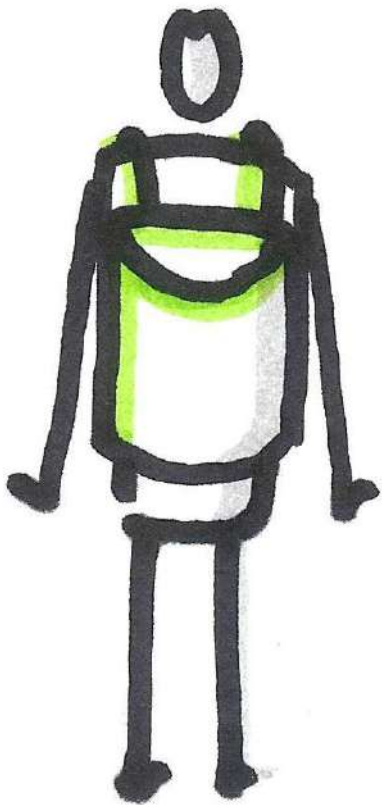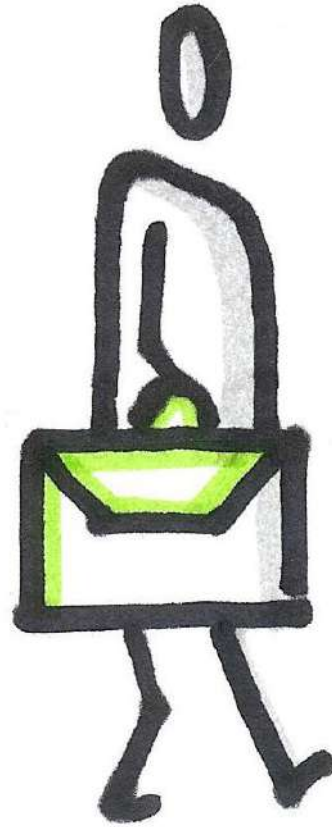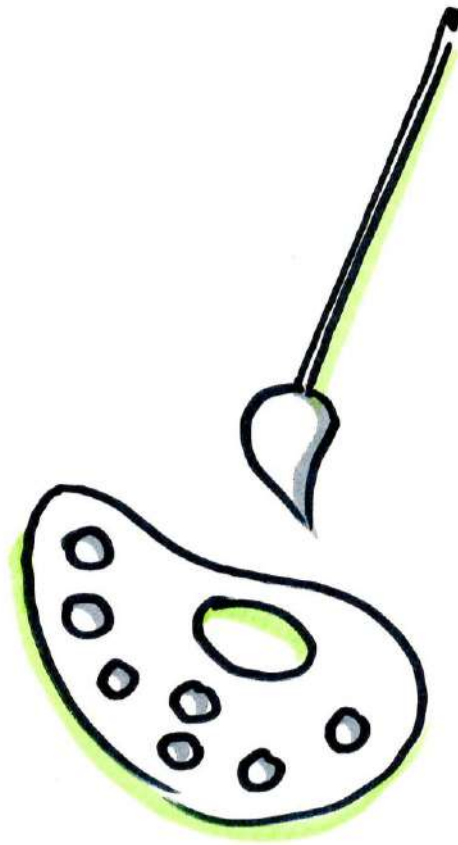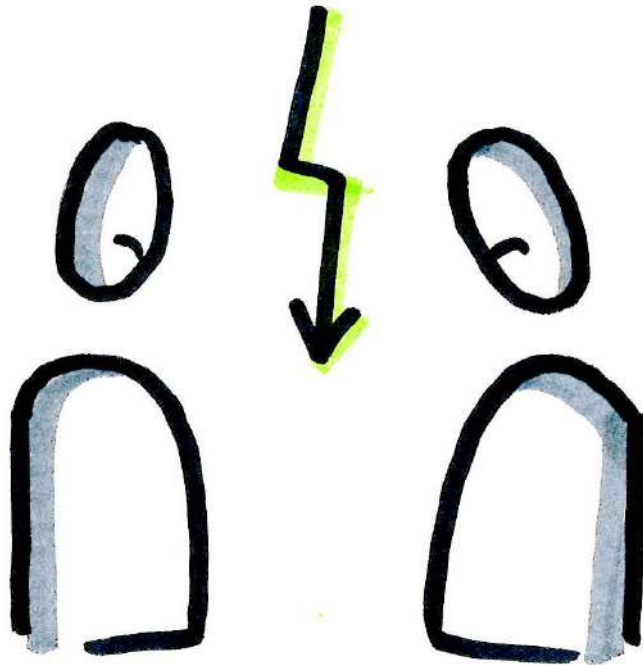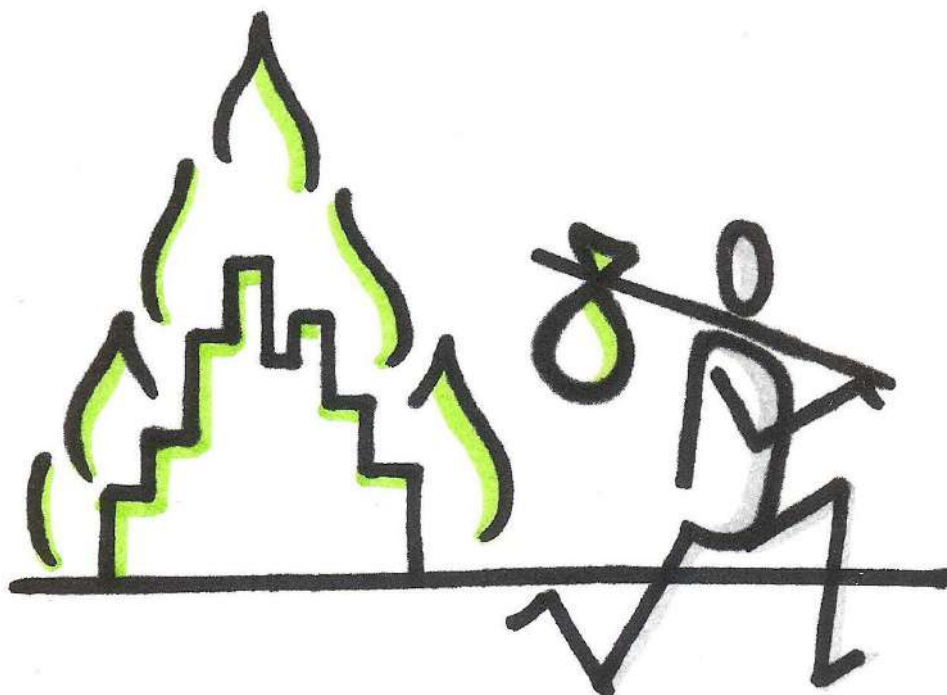
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BOAT
PEOPLE
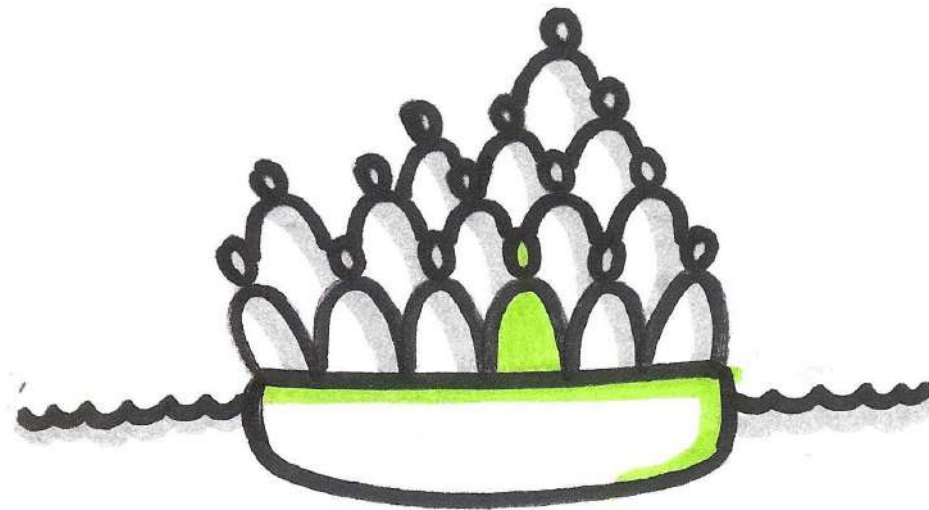
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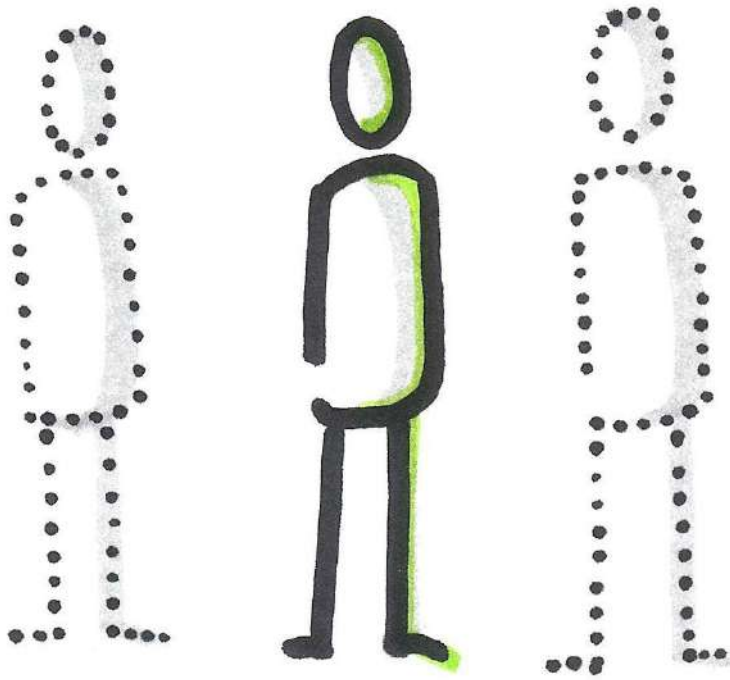
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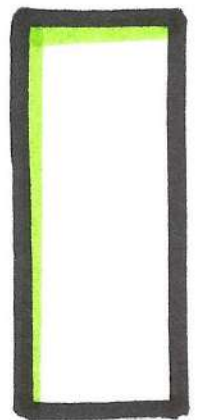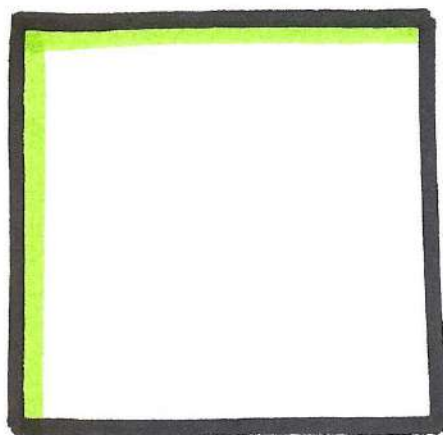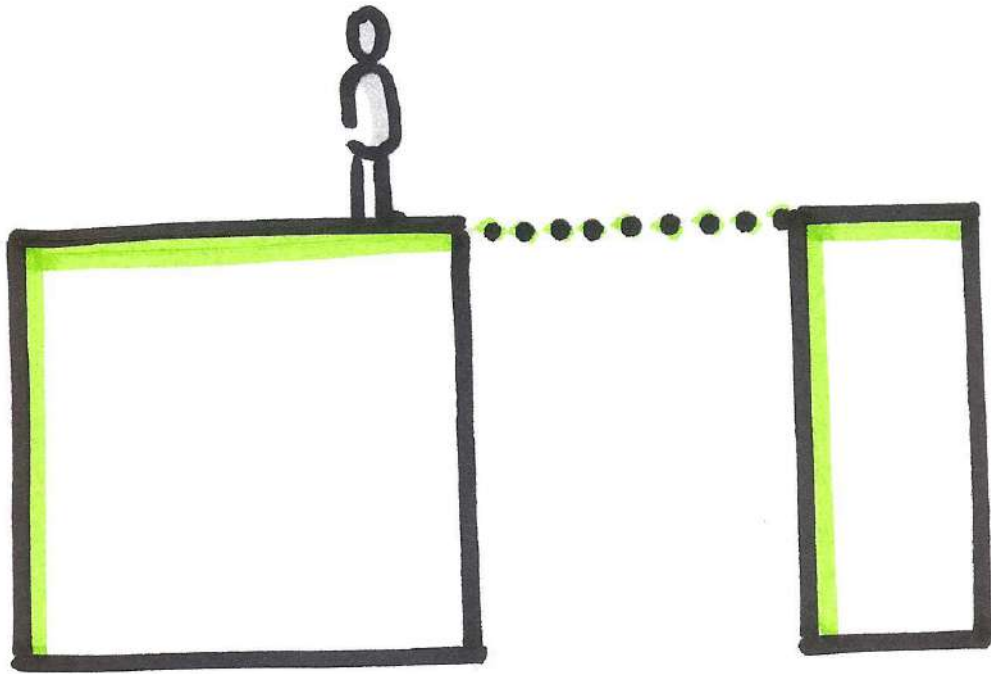
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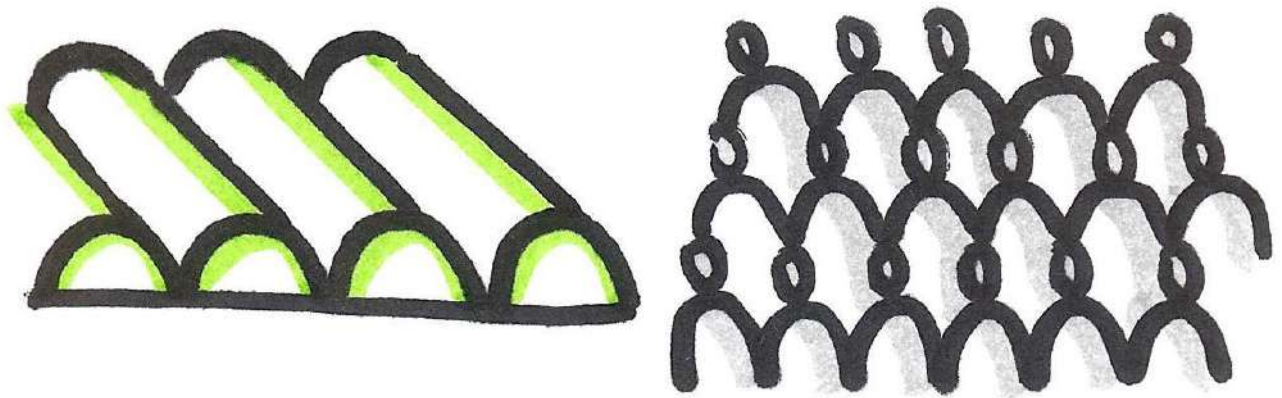
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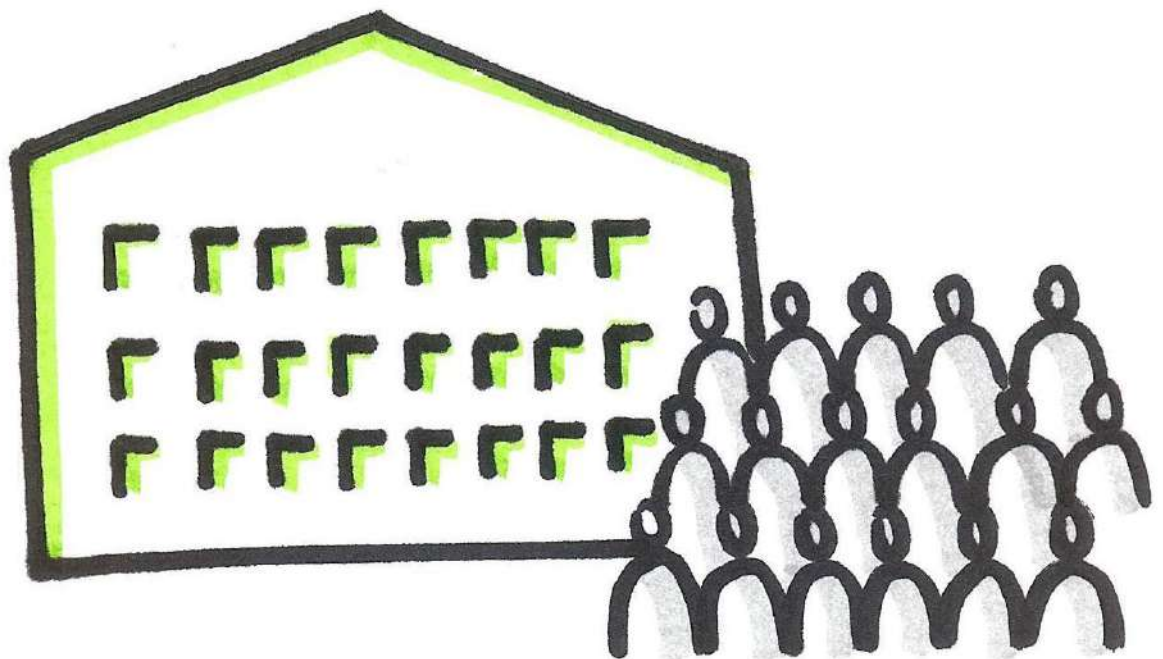
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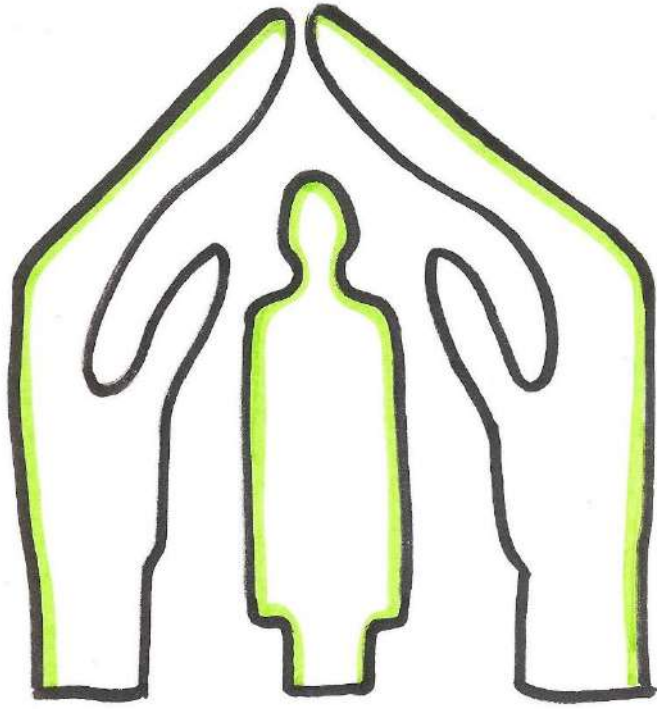
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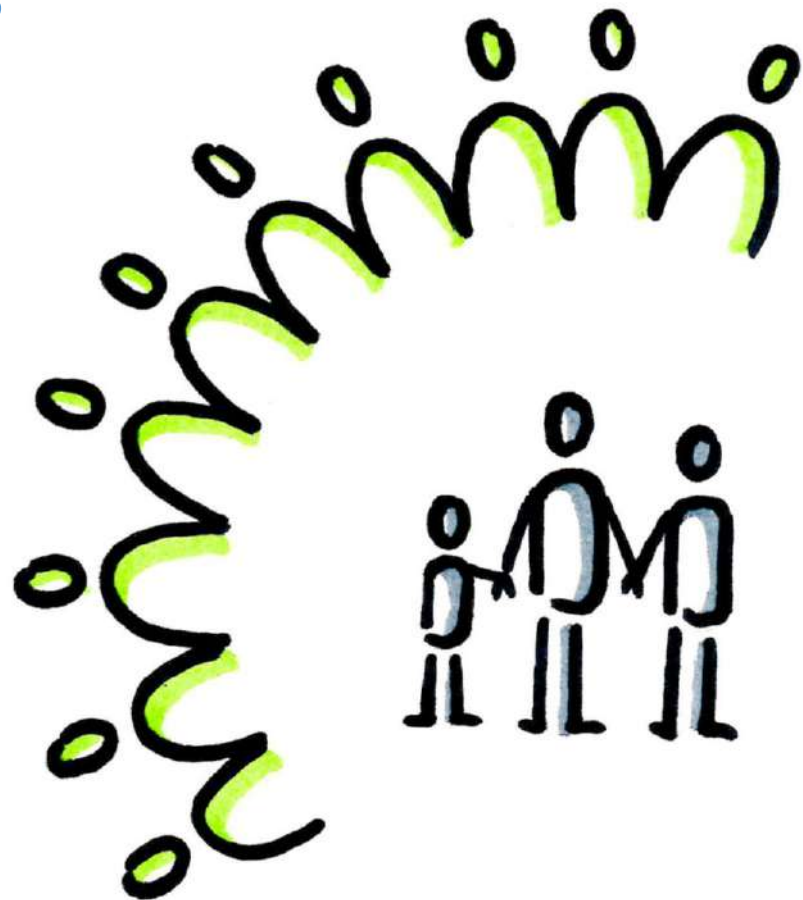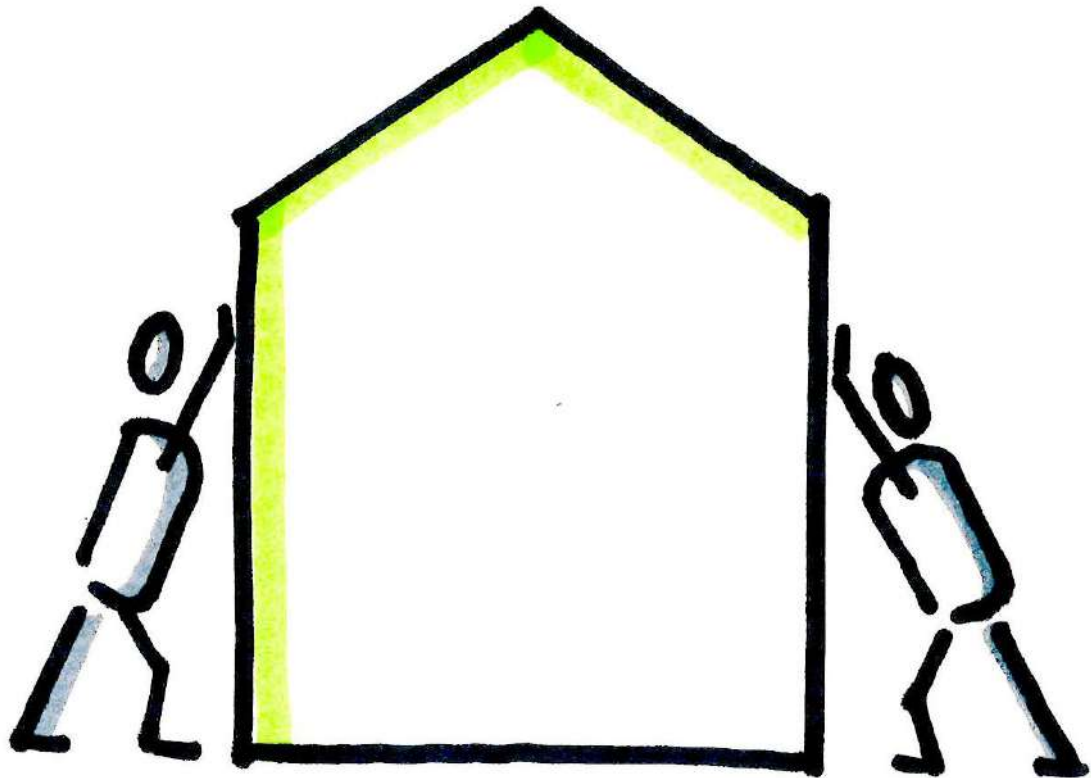
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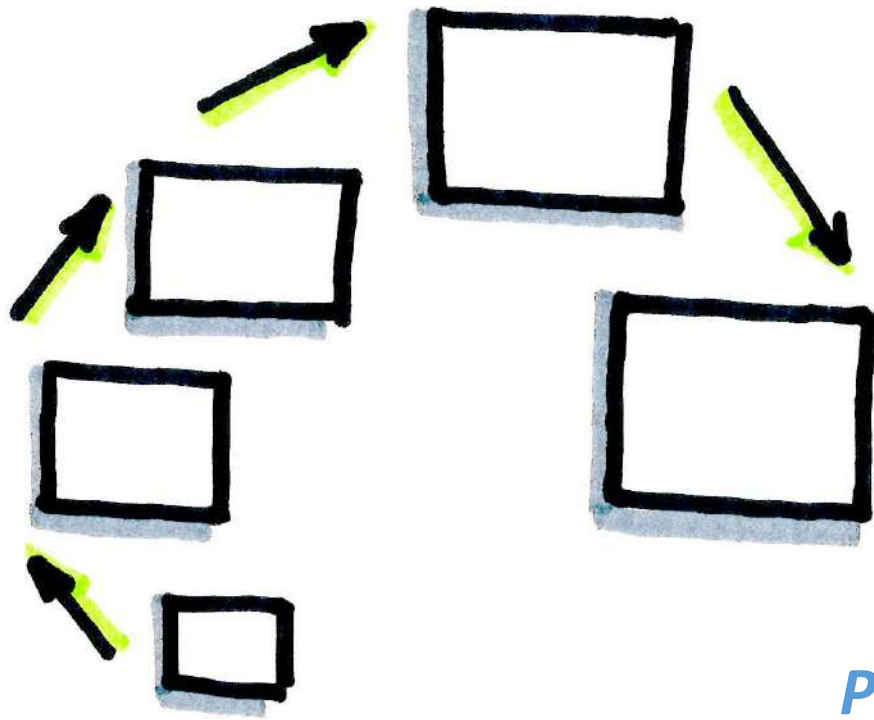
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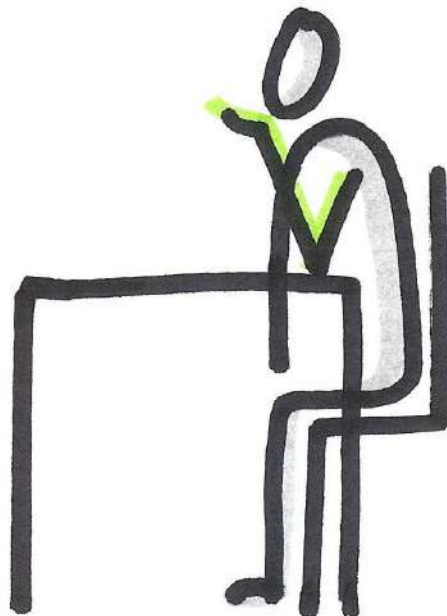
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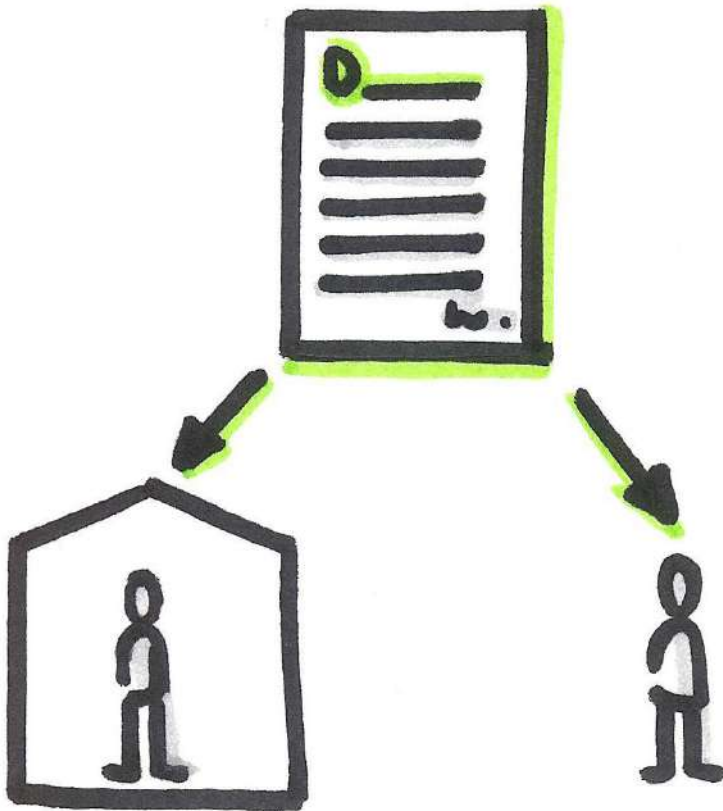
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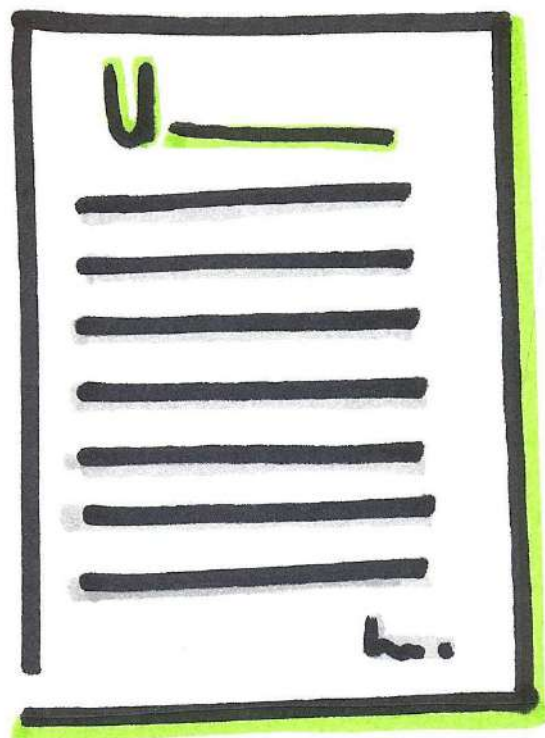
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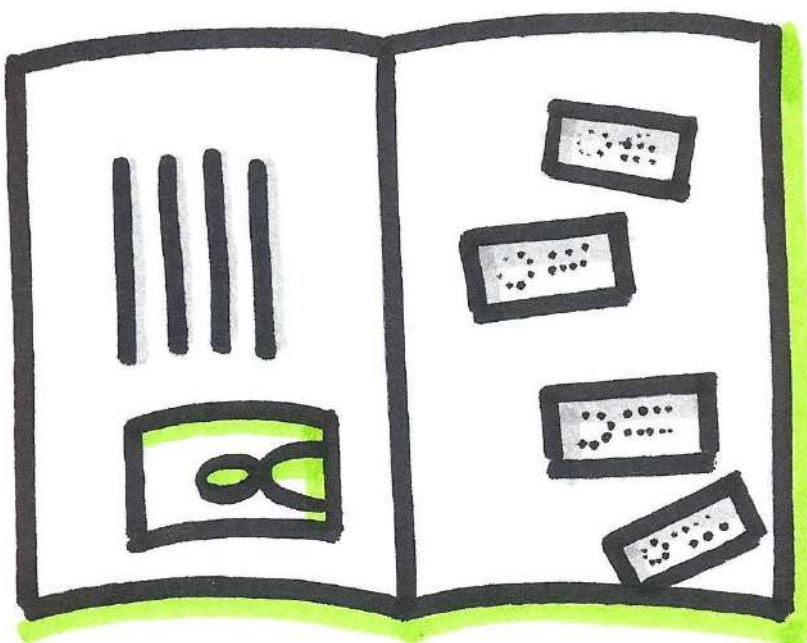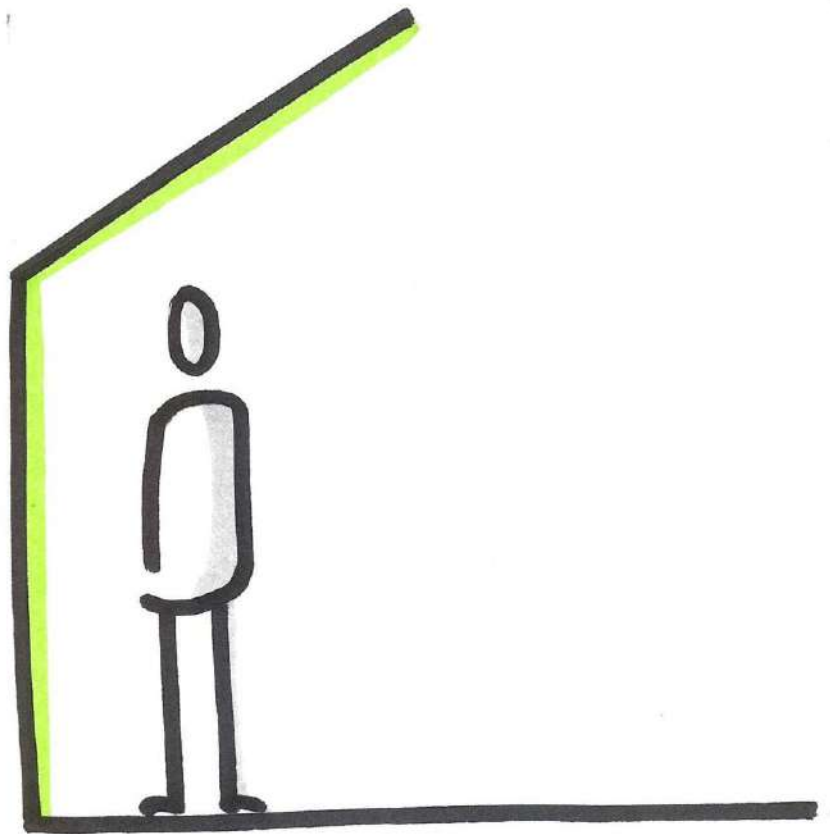
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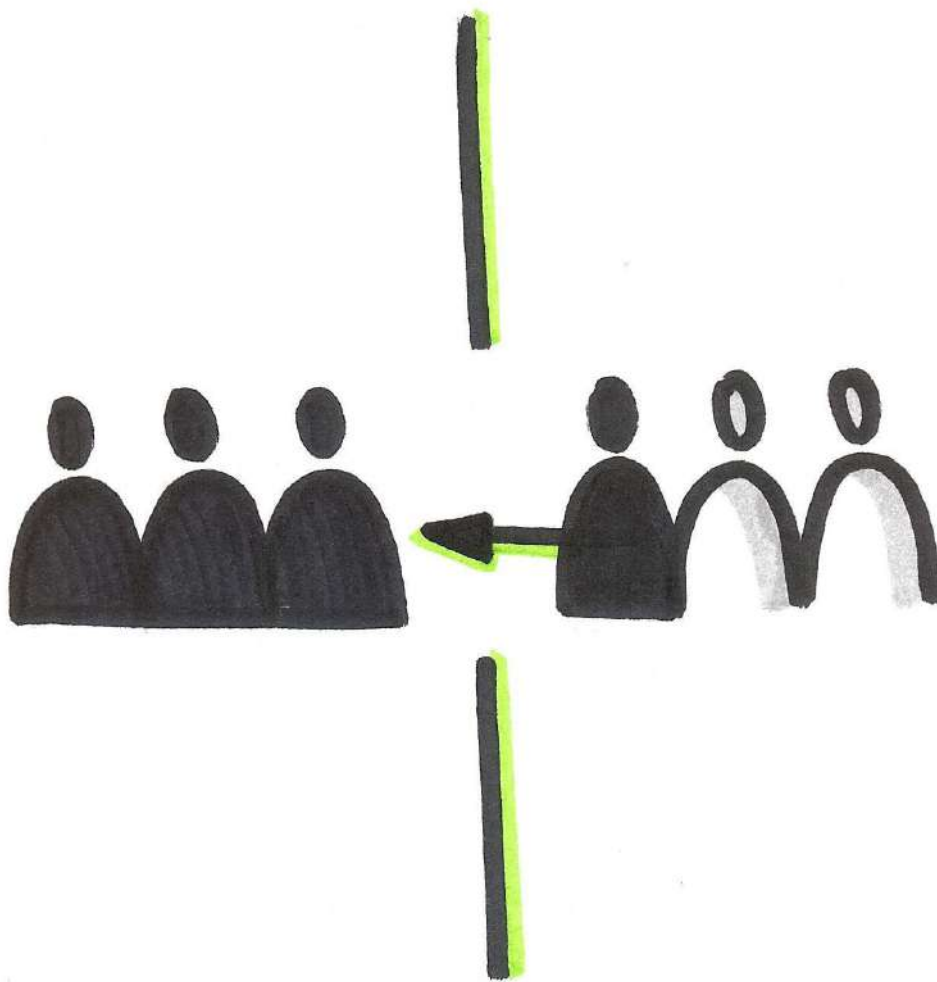
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NEW LIFE

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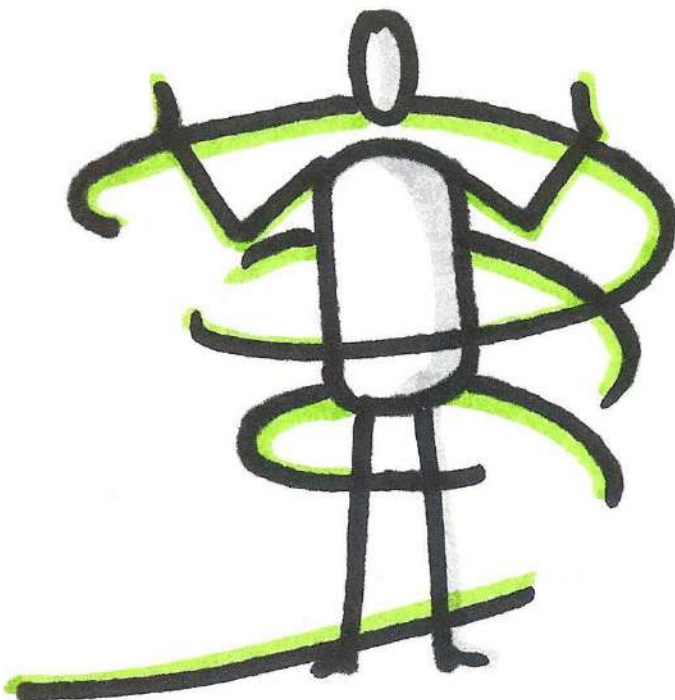
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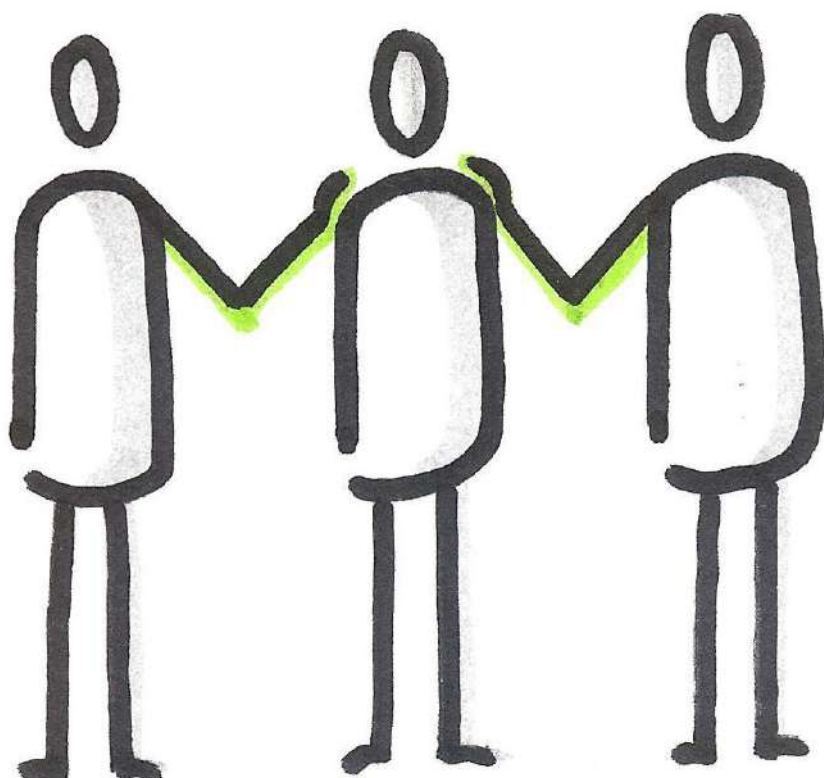
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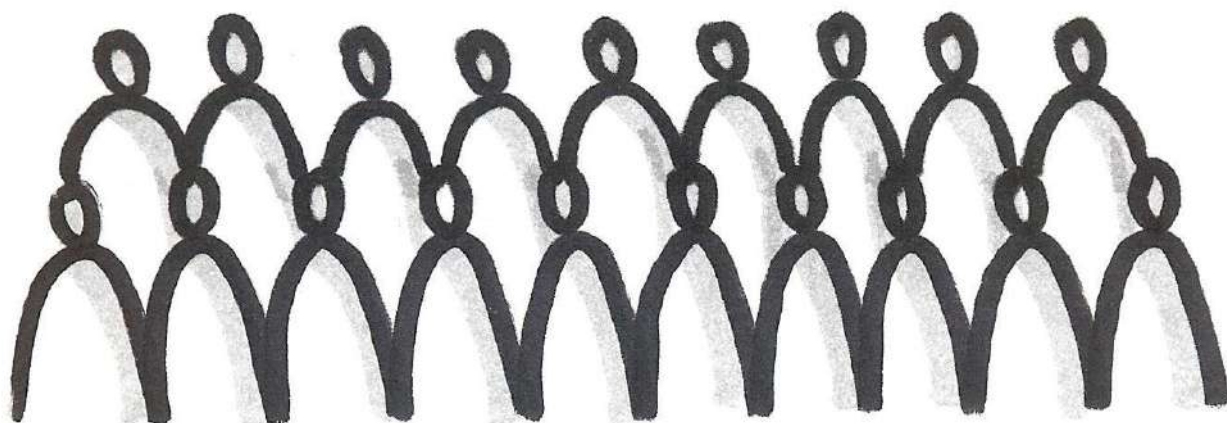
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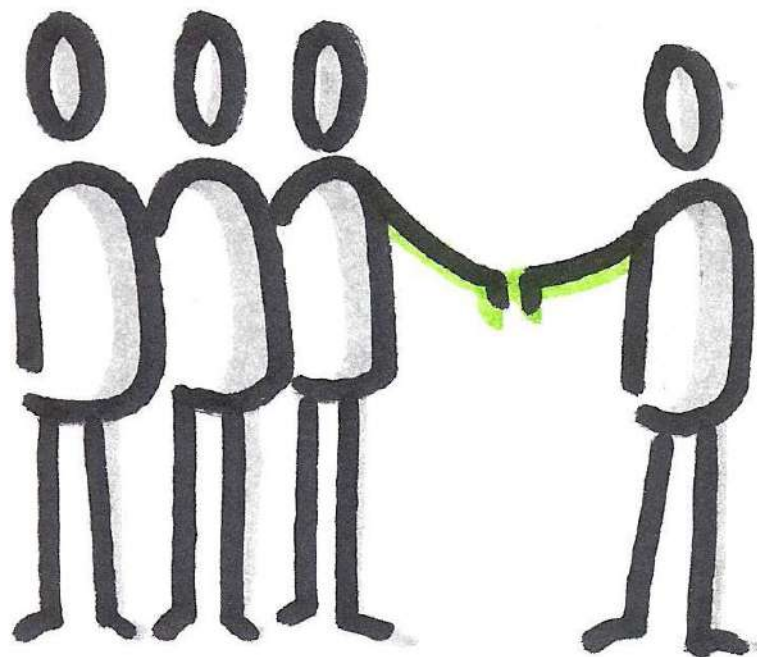
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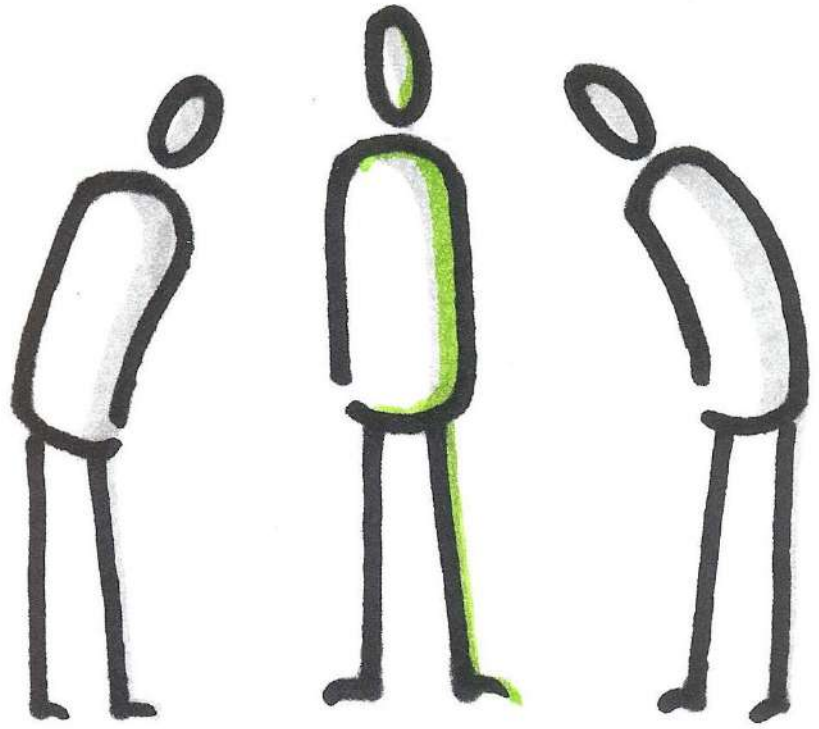
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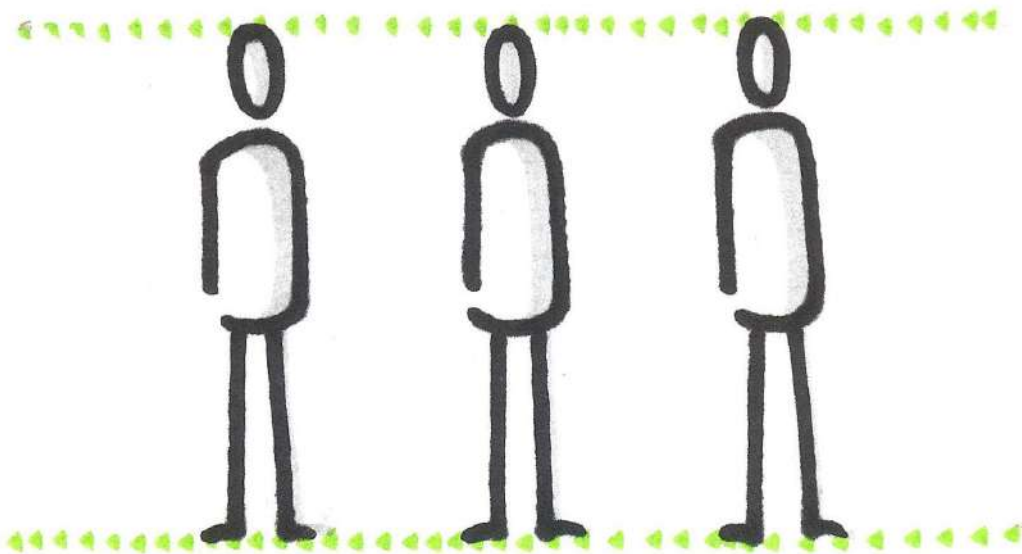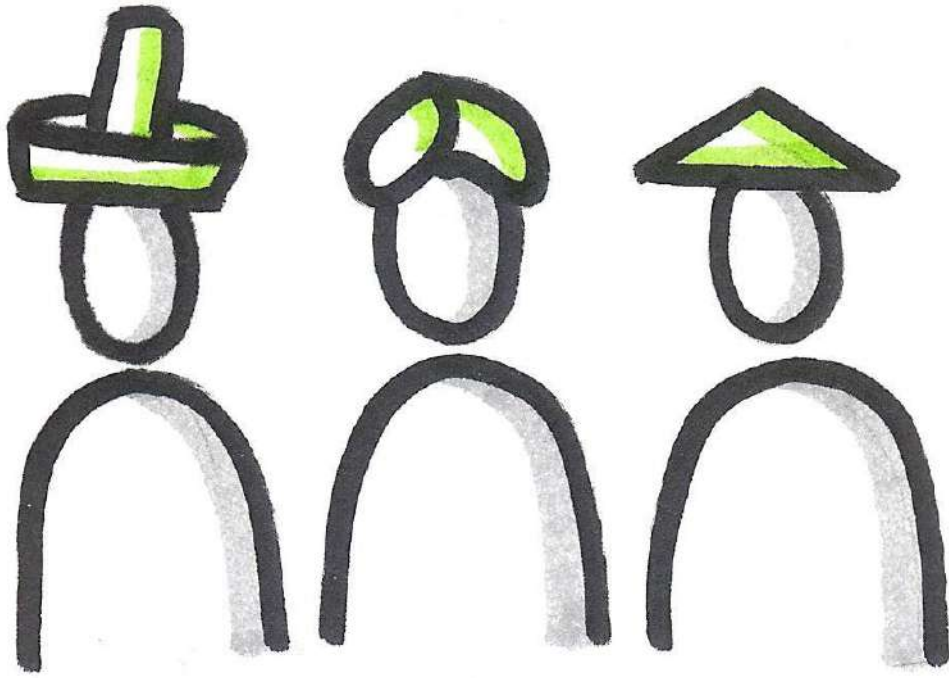
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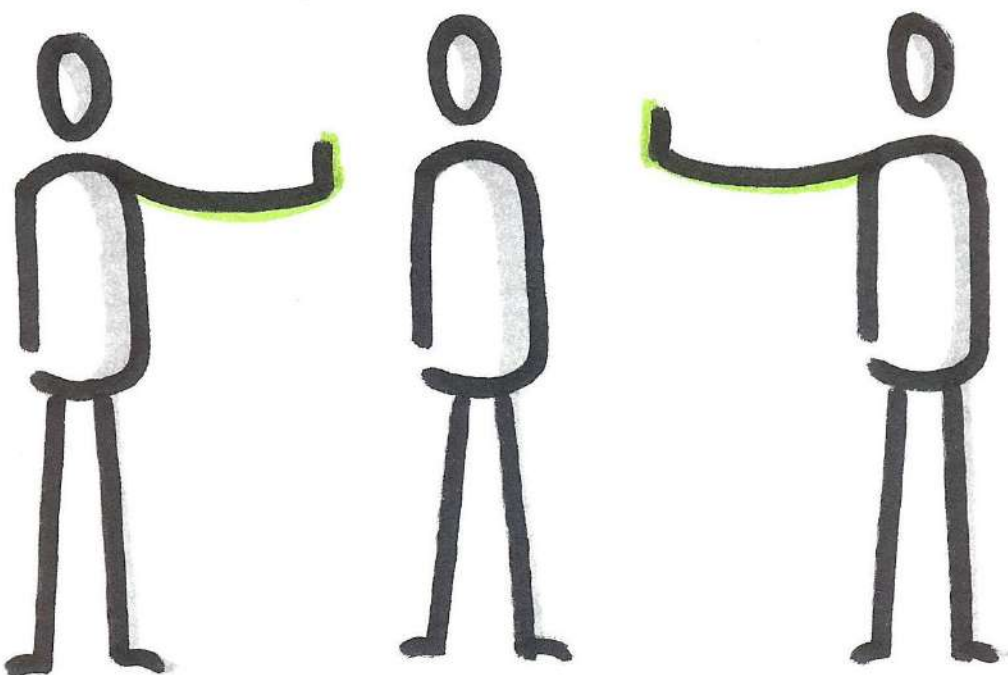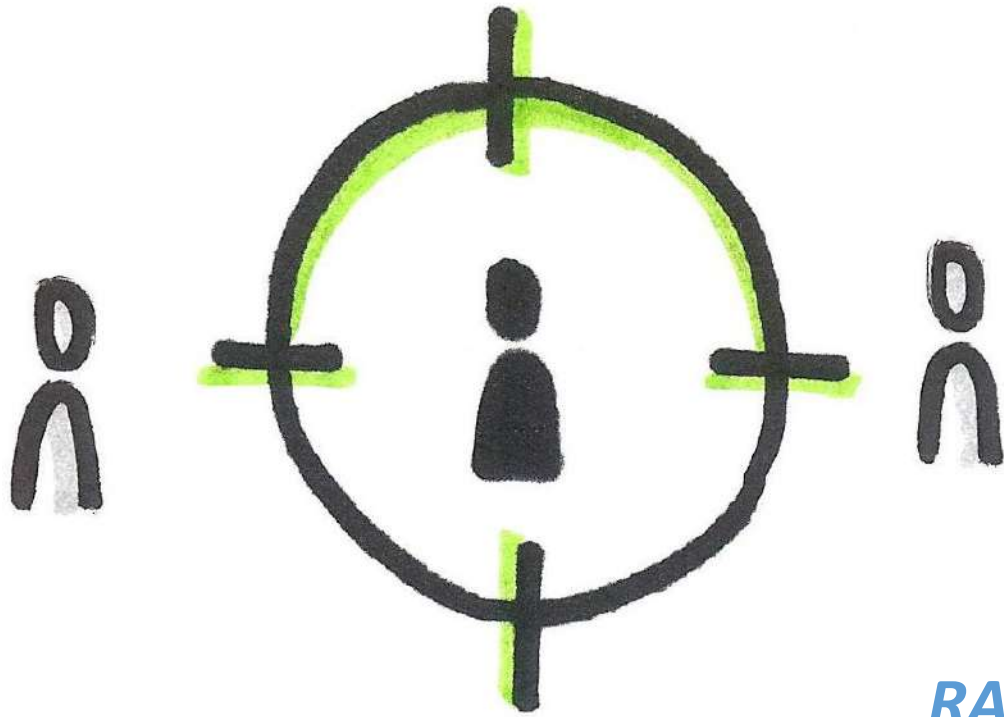
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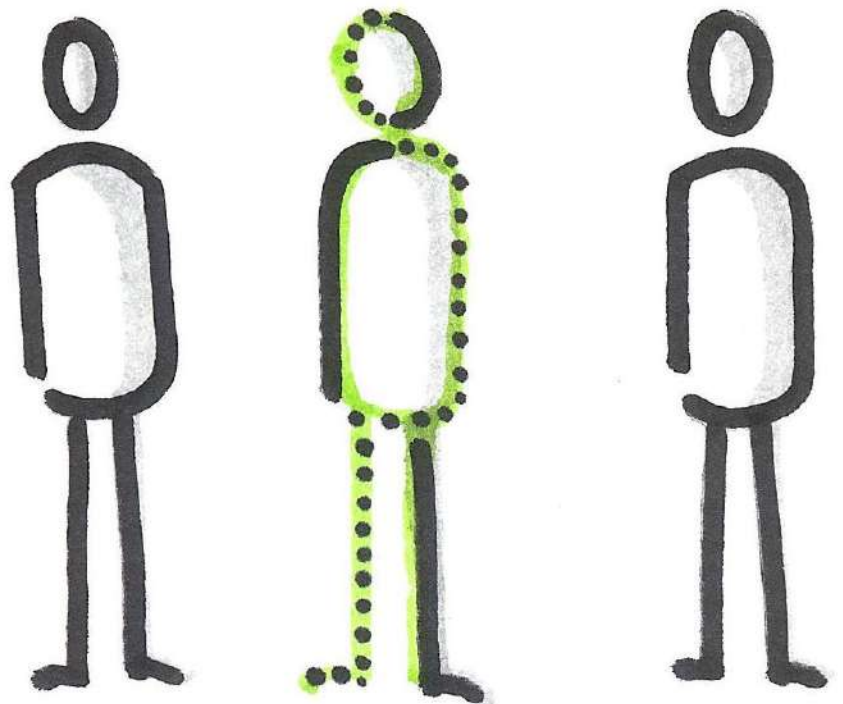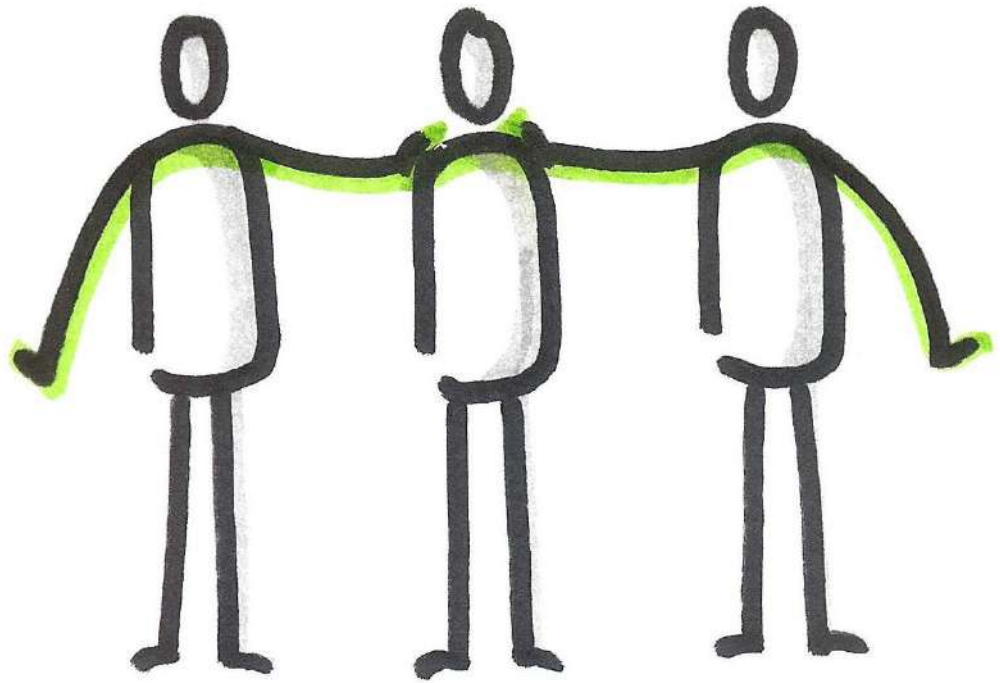
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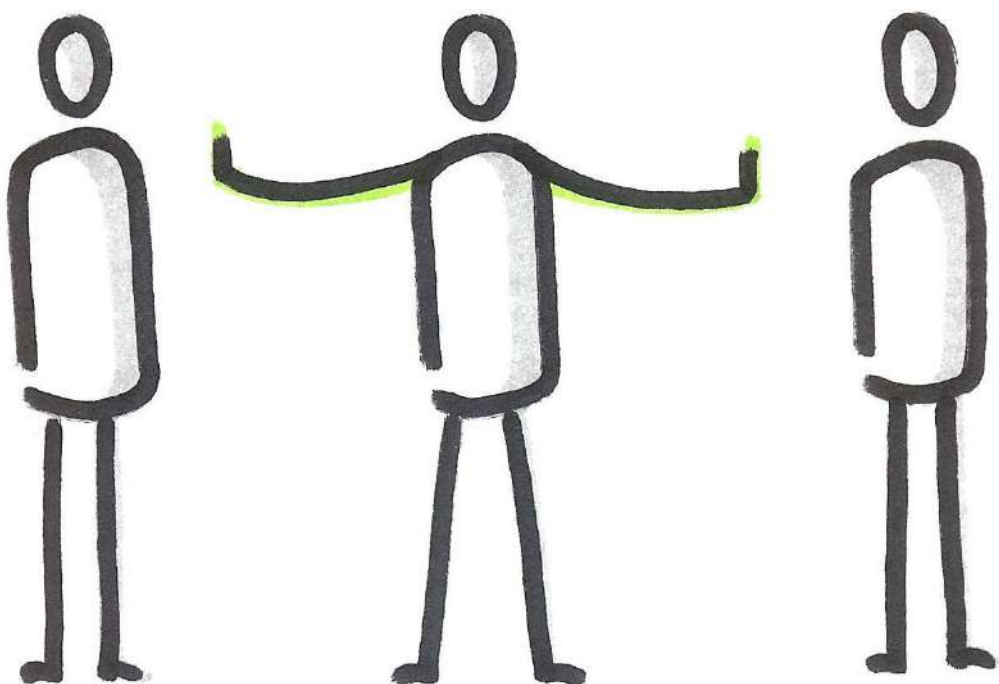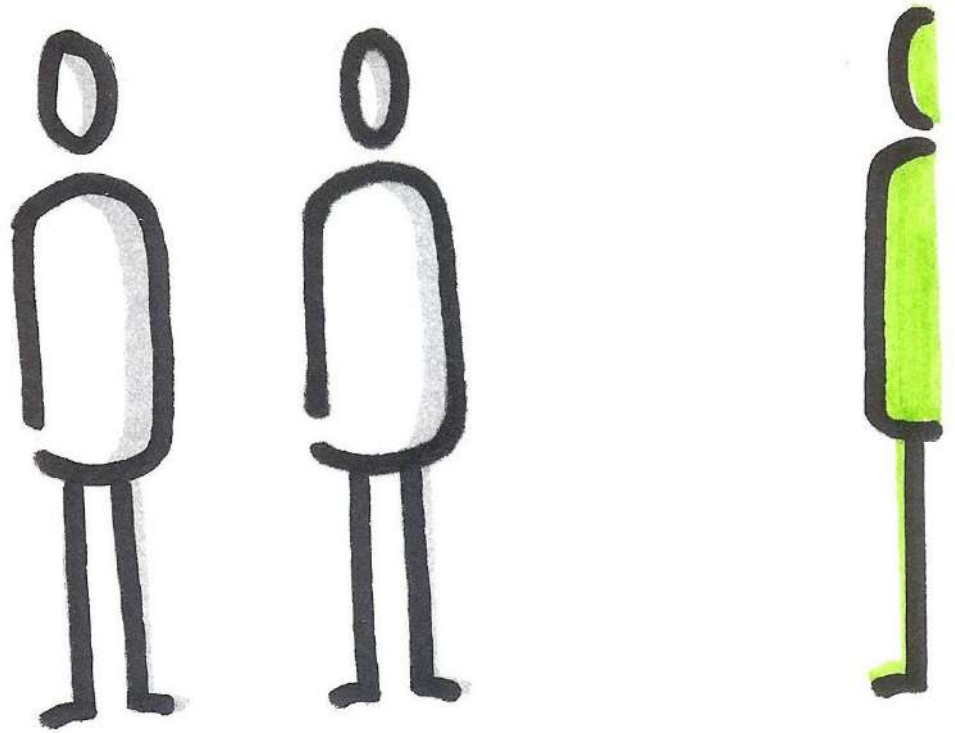
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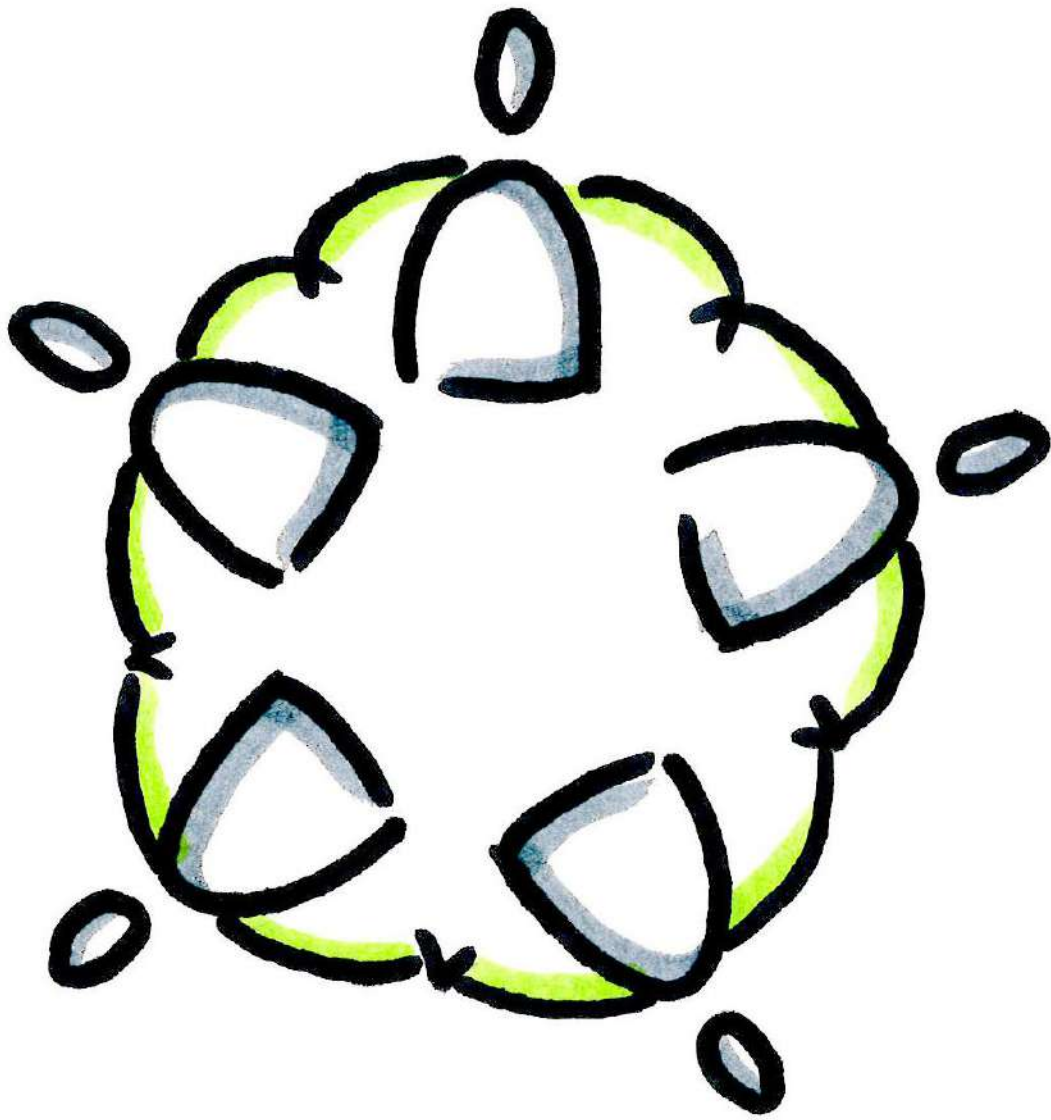
COMMUNITY

SAMPLE WORKSHOP SCENARIO

INTRODUCTION

The *Go Visual!* Icon Dictionary may serve as a basis for varied and numerous workshops, lessons, and other educational situations. The below scenario, based on SCI Poland educational programme, is just an example of many of the possibilities from which an educator may choose. There are also numerous workshop scenarios on refugee and migrant issue available on internet, among them the SCI Building Bridges Toolkit, a web 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. You can read more about the platform here www.sci.ngo/sci-campaigns/building-bridges/building-bridgestoolkit and browse its exercises and scenarios here: buildingbridges.scich.org/methods.

'UNDERSTAND REFUGEES!' WORKSHOP

Workshop length: 2 hours (but can vary depending on the group size)

Target group: 10-30 adults or teenagers (preferably 15-20)

Aims of the workshop:

- to raise awareness on the refugee issue, including strengthening the participant's understanding of:
  · the term *refugee* and the international and national refugee protection mechanisms,
  · the global distribution of refugees, including the position of Europe in the global statistics,
- to raise empathy, understanding, and acceptance towards refugee persons.

Note: As the workshop was developed for European participants, it concentrates on European perspective (e.g. by comparing Europe to other continents). However, it can be also modified to serve the needs of other regions of the world.

COURSE OF THE WORKSHOP

Introduction

Duration: ca. 5 minutes

Welcome the participants and introduces yourrself, asking also for the names of the group members. Then, present the workshop objectives and the framework in which it is organised, using a flipchart with selected *Go Visual!* icons (e.g. refugee, persecution, trauma), in order to raise the level of curiosity and attentiveness of the group.

Welcome game

Duration: ca. 5-10 minutes

Any game which can increase the energy level in the room and break ice. If you need inspiration, manuals with energisers and ice-breaking games can be found in abundance on internet, including the SALTO Toolbox for Training, salto-youth.net/tools/toolbox.

Becoming a refugee visualisation

Duration: ca. 15 minutes

The aim of the visualisation is to imagine the situation of refugees.

Process: participants are asked to sit comfortably, calm down, be quiet and listen to the read text. They are also asked to close their eyes in order to facilitate concentration and help visualise better. It is important to underline that all comments and laughter are not suggested.

Then, read out loudly the following text, adjusting the voice tone as to best fit the story (from a soft one to a very harsh one):

Imagine that you're sitting at home with your family. It's Sunday evening, a storm is raging outside the window, and the fire is blazing in the fireplace while you are watching TV.
Suddenly, the programme is interrupted. A serious-looking newscaster announces: "There has been a revolution and a new government has taken over the power. Due to security reasons certain areas of the country have to be evacuated immediately".
Your home is in one of them; you've got two hours to leave it.
Anyone remaining in the area after that time will be shot. Both public and private transport have been outlawed. You can only walk...
This announcement is repeated several times. You whisper nervously: this must be a night-mare... Your shocked neighbour comes in to check if it is true... One can hear the sound of helicopters flying over the houses...

If available, sounds of war operations can be played from a CD/computer, starting with the newscaster's announcement. They can be left playing in the background for the next part of the workshop.

Having read the text, tell participants to open their eyes, and ask a series of questions:

1. "Imagine you are in the situation described above. What would you take with you?"

All answers are written down on a flipchart, without commenting. Possible answers: documents, medicine, laptop, photos, etc. There should be a feeling of haste and you can hurry the group: "Faster! You only have a minute left before you leave your home!". Then, the next question comes:

2. "Where will you flee to?"

The procedure is repeated. Possible answers include: family, mountains, village, Switzerland, etc. Again, dynamism is very important here. Then, the third question comes:

3. "What will you miss the most out of the things you've left at home?"

Again, answers are written down. Possible answers may include both material and non-materials objects (e.g. safety, cosiness). The last question is:

4. What are your feelings now, when you have just become a refugee?

All answers are noted down. They can include a range of feelings, from fear to hope.

The exercise finishes with debriefing which includes the recapitulation of all answers. Ask participants to think over quietly whether a single person is able to take along all items listed on the flipchart (answers for question 1) and if so, how long s/he can carry them, probably marching in hard conditions, possibly even under gunfire.

The exercise should proceed dynamically in order to create, to a certain degree, a situation of tension and haste in order to express dramatic atmosphere. However, after answers to all questions are collected, you must take the participants out of their roles, e.g. by saying "Now, the visualisation has finished. Please, look to the ceiling. You are again sitting in the training room, you are safe, there is no revolution. It was only an exercise".

Depending on the target group, the visualisation can awake some painful memories (e.g. of ancestors fleeing World War II, martial law, recent armed conflict, etc.), and you need to observe the group carefully and support them emotionally if needed.

Who is a refugee? – brainstorming

Duration: ca. 10 minutes

The aim of brainstorming is to collect the associations and opinions in connection with the word "refugee". Brainstorming enables to obtain many associations in a short-time period. It breaks the stiffness of thinking, releases creative potential and ensures participation.

Process: participants give their associations with the word "refugee". These can be situations, descriptions of persons, things, or feelings. Country names, historical events, events commented in mass-media and also personal experiences or feelings can be presented – there are no limitations.

All proposals are written down on a flipchart paper without commenting on them. If necessary – in case of doubts – one can ask how to understand a given expression. It may sometimes happen that participants comment on each other's associations – in such cases, ask them to leave the discussion for later.

The associations are left on the flipchart. Inform the group that you will return to them at a later stage.

Definition of a refugee according to the Geneva Convention

Duration: ca. 15 minutes

The aim of this workshop fragment is to present the international refugee definition adopted in the frame of the Geneva Convention in 1951, and to explain clearly the difference between a refugee and e.g. an economic migrant, often mistaken with a refugee, especially in some countries in Europe. Reference to the definition of the Convention, ratified until the end of 2016 by 146 countries from all over the world, demonstrates participants that refugees are under the protection of international law and that there is an official international institution – UNHCR, the UN Refugee Agency – mandated to carry on a number of tasks and dedicated to saving lives, protecting rights and building a better future for refugees, forcibly displaced communities, and stateless people.

Process: participants are informed that now the official definition recognised by the international law (Geneva Convention, 1951) will be presented.

Present step-by-step the refugee definition, showing A4/A3 cards with respective *Go Visual!* icons, which are then stuck to a board or wall. The definition is presented fragment by fragment, and illustrated with examples from history and events from all over the world, reported in mass media.

Below, a possible way to present the definition follows. The text of the definition is presented in italics, afterwards the proposed *Go Visual!* icon name follows, as well as possible trainer's comments.

- *The refugee is a person who* (icon: refugee) – one can comment that the refugee status is always considered on an individual basis – cases are examined one by one, applicant by applicant;
- *owing to a well-founded fear* (icon: fear) – one can mention how hard it is to provide evidence of being persecuted, often being thousands of kilometres away from one's country and being unable to present hard evidence (e.g. videos, documents, proofs of torture or arrest, etc.);
- *of being persecuted* (icon: persecution) – aspect of persecution is the main factor here to decide who is a refugee and who is not. Refugees are only these people who left their country because of persecution in different forms. Here one can present: escape from war, dictatorship, genocide, tortures, imprisonment, family intimidation etc. – all the situations where human rights are violated. Geneva Convention accepts only several reasons for applying for the refugee status – the fear of persecution must be based on the below 5 reasons;
- *for reasons of race* (icon: race) – As far as the race is concerned, one can mention the apartheid system existing in the Republic of South Africa not such a long time ago, or persecution of Jews during the Nazi regime in Germany and other defeated countries (despite the fact Jews are not a race, they were considered to be the one and were therefore persecuted);
- *religion* (icon: religion) – religious wars in the Middle East (e.g. Syria, Iraq), persecutions of persons of different faith in Iran, Afghanistan, Nigeria, India, Sudan, and – historically – religious clashes in Northern Ireland and in former Yugoslavia;
- *nationality* (icon: nationality) – examples from the history: war in former Yugoslavia, ethnic conflict in Rwanda, persecution of Kurds (the biggest nation in the world without its country), Palestinians, and the war in Chechnya, Russia;
- *membership of a particular social group* (icon: belonging to a particular social group) – some examples are: persecution of the intelligentsia in the ex-communist bloc (also in Poland) but particularly in former USSR, China, and Cambodia. Clans and castes (e.g. in Albania, Bangladesh, and India) are also acknowledged to be social groups, as well as the disabled persons, exterminated by Adolf Hitler (and persecuted nowadays e.g. in Northern Korea), and women discriminated e.g. in some Muslim countries. The last example of a persecution on the grounds of belonging to a particular social group can be persecution of homosexuals in parts of the world;
- *or political opinion* (icon: political views) – this category especially concerns countries with past or existing dictatorship and totalitarian or authoritarian power, such as former USSR, China, Cuba, Cambodia, Northern Korea, Iran, and Venezuela;
- *is outside the country of his nationality* (icon: border) – one can mention here that nowadays there are about 65 million people around the world have been forced from home (data as of end-2015). Among them are nearly 21.3 million refugees, 10 million stateless people who have been denied a nationality and access to basic rights such as education, healthcare, employment and freedom of movement, and over 30 million internally displaced persons (IDPs, displaced within their country borders). IDPs are not protected by international law but are obviously assisted by many international humanitarian organisations and even by governments of some countries;
- *and is unable to or, owing to such fear, is unwilling to avail himself of the protection of that country* (icon: protection, crossed out with a red marker) – it means that return to the country of origin would be connected with danger because:

- either the state persecutes its citizens itself;
- or the state does not react to such persecutions / tolerates them;
- or country authorities, the army and the police are not able to prevent the act of violating human rights, carried by some other group or groups (e.g. ISIL).

You can also add that the difficult economic situation: poverty and hunger, are not enough in the light of the Geneva Convention to be granted international protection. However, there are millions of people in the world who fled their countries because of hunger or terrible economic situation, and individual states can include some national protection measures for them.

Afterwards, shortly present the special United Nations' agency, created to protect refugees all over the world, namely UNHCR (United Nations High Commissioner for Refugees), or the UN Refugee Agency. The current High Commissioner is Filippo Grandi from Italy (mandate until 2020).

Verification of associations

Duration: 5 minutes

The aim of this part is to register in participants' memory these brainstorming results which best refer to the problem of refugees. This exercise is especially needed in countries or with groups with low awareness of the refugee issues, e.g. in Poland, where often results reveal no knowledge at all and include ideas such as "beggars on the streets of our city", "Roma people", "thieves" or "illiterates". It is important to underline that everyone can become a refugee, and among them can be all types of people. Some of them may be indeed uneducated or misbehaving, but the vast majority are people such as you and me – normal people who found themselves in extraordinary danger.

Process: Ask which of the previously collected associations can be considered to best represent the definition of a refugee in the light of the presented definition. This part requires particular tact, and the results should be analysed impersonally.

Some results are not difficult to analyse, because their connection with the word "refugee" is obvious. However, problematic words sometimes appear, e.g. poverty and hunger. Despite the fact that many refugees escaped from poor countries, in the light of the Geneva Convention the poverty itself cannot be the cause for applying for the refugee status. The trainer can therefore underline the difference between a refugee and an economic migrant.

From exodus to asylum

Duration: 20 minutes

The next workshop stage aims to increase the participants' understanding on the typical process of becoming a refugee and the path from exodus to asylum, including the national legislation on that topic.

Process: divide the participants into 5 random groups. Each of them gets around half a page text: fragment of a description of the above-mentioned process. Possible five topics for groups can be: persecution and flight, arrival at the border and first days in the country of asylum (existing requirements to be allowed to cross the border, identity and medical check-up, placement in a refugee centre, etc.), asylum procedure (including the routine in the asylum seekers' centre or a refugee camp), decision types (e.g. different types of national protection, procedures in case of a

negative decision – a protection denial), and integration (highlighting existing integration programmes and the challenges in the new society).

The exact text can vary very much on the country in which the workshop is conducted and the target group, therefore no ready examples are given here.

After the groups have been handed the papers, they have 5 minutes to read and understand them. The trainer should be ready to answer questions for clarification.

In the next step, groups are mixed, so that the new ones consist of representatives of the 5 'old' groups. In every group there should be minimum one person for each of the five topics (but can be more, usually 2 or 3, in case of uneven numbers). The groups have around 10 minutes to listen to each member explaining their part of the story, in the appropriate order. Participants are encouraged to take notes, possibly in a visual form (sketchnoting).

There are 5 parts of the story, reminding in a way a puzzle with 5 pieces. In the end, each group should have covered each of the pieces. You should make sure that groups understand that.

The exercise finishes with a plenary summing up, using the *Go Visual!* icons portraying different stages of the refugee's long way to safety. They can be pinned to a board and connected with arrows, or placed on the floor, depending on the needs and the available space.

It is recommended to finish with a poster presenting country statistics concerning numbers of applications for the refugee status, granted applications, deportations, suspended cases, etc. Such numbers often prove that the scale of forced migration is much smaller than the participants thought. It will be also a good basis for comparing the numbers with the results of the Refugee Chair Game. Local organisations and institutions supporting refugees can be also presented briefly here.

Refugee Chair Game

Duration: 20-25 minutes

The game was first presented back in the 90's in the "Crossing Borders" Toolkit of SCI. The below version has been modified by the dictionary author and the numbers have been updated accordingly. The game aims to make the participants aware of the differences in distribution of the world's population, distribution of revenue, and distribution of refugees all over the world, and make them better understand the position of Europe and their country in the global statistics.

Materials needed: number of chairs equal to the number of participants (or alternatively, if chairs are not available, A3 newspaper sheets) and A4 sheets of paper with the following names: *Africa*, *Asia*, *Australia & Oceania*, *Europe*, *North America*, *South America*, and additionally *Japan* and *rest of Asia*.

Preparation of the game: Hang up the sheets of paper with the names of continents in different parts of the room. The cards 'Japan' and 'rest of Asia' should be hung next to 'Asia', possibly with some 2 metres of distance between them two. Remove objects (chairs, desks, etc.) which could limit access to the continent names. Prepare an appropriate number of chairs – they will be needed later.

Step 1 – World population

Explain the participants that they represent the world population. Every person is its certain percentage (e.g. if your group consists of 20 people, each person symbolises 5% of the world population). Tell the group to arrange themselves and stand under the names of continents in order to reflect the distribution of the people on the continents. Add that Antarctica – the 7th continent – is not taken into consideration because it has no permanent residents.

Explain also that it was decided once to make a division within Asia where 'Japan' and 'rest of Asia' were separated. The division is caused by a big economic difference of Japan and is essential for running the game objectively.

The participants can consult together and discuss the number of people appropriate for each continent. For example, if they claim that 30% of the world population lives in Europe, they should arrange 30% of participants there. For Asia, first the overall number for the continent can be agreed upon, and then the internal division between Japan and the rest of Asia.

When the participants are ready (after usually 3-4 minutes), correct their arrangement using the solution given in the below table (population data as of mid-2016 according to the UN estimations, source: Wikipedia). Where mistakes were made (which is always the case), ask participants to move to the right continent, according to the table.

DISTRIBUTION OF WORLD POPULATION – 7.4 BLN PEOPLE (2016)									
Continent	Population (mln)	Percentage of the world population	Group size	10	12	14	16	18	20
Africa	1 216	16.4		2	2	3	3	3	3
Asia	4 436	59.7		5	7	8	9	11	12
incl. Japan	*126*	*1.7*	No. of participants per continent	*0*	*0*	*0*	*0*	*0*	*0*
rest of Asia	*4 310*	*58*		*5*	*7*	*8*	*9*	*11*	*12*
Australia & Oceania	40	0.5		0	0	0	0	0	0
Europe	738	9.9		1	1	1	2	2	2
North America	579	7.8		1	1	1	1	1	2
South America	422	5.7		1	1	1	1	1	1

Let participants stand for a few seconds in their continent groups, and notice the differences in the distribution of the population of the world among the continents. Then, invite them to come to the middle of the room and listen to the next instructions.

Step 2 – Wealth distribution

Now distribute chairs among the participants. You can optionally use newspapers: it will be easier to distribute the world revenue by tearing the newspaper sheets into smaller pieces (although the version with chairs is more dramatic). Everybody should get one chair.

Explain that the chairs represent world GDP (Gross Domestic Product), which measures the size and strength of an economy. So if the participants claim that the half of the GDP belongs to Asia, they should place the half of the chairs over there. Chairs should be placed one next to another (touching each other but not placed on each other). If you play with newspapers, sheets can be torn into halves (e.g. if participants are convinced that Japan necessarily has got 12% of world's revenue and they do not agree to round up the number).

Once participants agree about the GDP distribution, correct the mistakes by showing the right arrangement of the chairs, as in the table on the next page (data as of end 2016, source: International Monetary Fund).

Then, ask participants to return to 'their' continents (those from step 1). Now ask participants to sit or stand on the chairs/newspapers belonging to their continent.

Everybody will notice soon that in Africa, participants have no chairs at all or (with groups over 18 persons) only one, and the group will have to invent different acrobatic positions in order to fulfil this task, while the representant of North America can comfortably sit or even lie on the chairs. They will also see the striking difference between Japan and the rest of the Asian continent.

Wait for a couple of seconds before you let the participants stand on the floor again.

DISTRIBUTION OF WEALTH (GDP) – 75.2 TRILLION US DOLLARS (2016)									
Continent	GDP (trillions of $)	Percentage of the world GDP	Group size	10	12	14	16	18	20
Africa	2.2	3		0	0	0	0	1	1
Asia	25	34.3		4	4	5	6	6	7
incl. Japan	*4.1*	*5.6*		*1*	*1*	*1*	*1*	*1*	*1*
rest of Asia	*20.9*	*28.7*		*3*	*3*	*4*	*5*	*5*	*6*
Australia & Oceania	1.4	1.9	No. of chairs per continent	0	0	0	0	0	0
Europe	19.1	26.2		2	3	4	4	5	5
North America	21.7	29.7		3	4	4	5	5	6
South America	3.6	4.9		1	1	1	1	1	1

Step 3 – Refugee population

Then comes the time for the third and the last part of the game. The participants represent world population of refugees: in other words, 65 million people who had to escape from their homes in fear of persecution. Similarly to the previous steps, ask the participants to arrange themselves under the continents in accordance to the number of refugees present on these continents, by country of asylum (so if an Asian fled to Africa, he will belong to the African continent). The term 'refugee' includes here also internally displaced persons.

The correct answers are presented in the table below (data as of end-2015, source: UNHCR and the International Displacement Monitoring Centre).

DISTRIBUTION OF WORLD REFUGEE POPULATION – 65 MLN PEOPLE (2015)									
Continent	Refugees (mln)	Percentage of the global refugee population	Group size	10	12	14	16	18	20
Africa	19.6	30.1		3	4	4	5	5	6
Asia	35.5	54.6		5	6	8	9	10	11
incl. Japan	*0*	*0*		*0*	*0*	*0*	*0*	*0*	*0*
rest of Asia	*35.5*	*54.6*		*5*	*6*	*8*	*9*	*10*	*11*
Australia & Oceania	0.04	0.1	No. of participants per continent	0	0	0	0	0	0
Europe	3.3	5.1		1	1	1	1	1	1
North America	0.3	0.5		0	0	0	0	0	0
South America	6.3	9.7		1	1	1	1	2	2

Once the participants have decided, correct the arrangement and then ask 'refugees' to sit on their host continent's GDP (which means, chairs belonging to that continent). Again, some of the continents will be privileged, while the others will have problems in fitting on their chairs or newspapers.

Step 4 – Game debriefing

Ask the participants to sit down again in a circle. Ask:

- How did you feel in the game?
- In your opinion, what were the game highlights?
- Were there any difficult moments?
- What are your conclusions from the game?
- What did the game it tell us about differences in wealth of the continents, number of their inhabitants and refugees seeking shelter within their borders?
- In the light of these statistics, are we – the citizens of Europe – really flooded with the refugee wave to the extend some people and governments tend to claim?

As the final stage of the game, you can present some up-to-date facts regarding the world population, e.g. "In 2016, over 7 billion people, citizens of over 190 countries, inhabited the Earth. The average population density was 47 people/km^2 but it differed considerably (from 0 in Antarctica and 3 in Australia to 7698 in Singapore). According to the data by the International Monetary Fund as of 2015, countries with the highest GDP per capita were: Luxembourg (101 994 \$), Switzerland, Norway, Qatar, Ireland, and the USA. The poorest countries were: Burundi (306 \$), Central African Republic, Malawi, Madagascar, Niger, Gambia. The vast majority of the world's refugees – 9 out of 10 – are hosted in the global South, led by Turkey, Pakistan and Lebanon. Half are children, and half come from just three war-torn countries – Syria, Afghanistan and Somalia.

Additional questions

Duration: 5-10 minutes

Opens the floor for questions on the workshop topic. Questions can be answered by both you and the participants.

Wrapping up and closing

Duration: 10 minutes

Sum up the workshop, pointing to the relevant *Go Visual!* icons. You may to decide to include a small quiz, e.g. by showing 5 icons (race, religion, nationality, belonging to a particular social group, political opinions) and asking the participants to tell which ground of persecution listed in the Geneva Convention they refer to. Additional reference materials can be presented here: e.g. a handout or a Symbaloo webmix (www.symbaloo.com) with useful web links.

The closing can include a small evaluation of the workshop and should finish with a thank-you to the participants for their active involvement in the workshop.

Go Visual! Training in September 2016 – the Refugee Chair Game