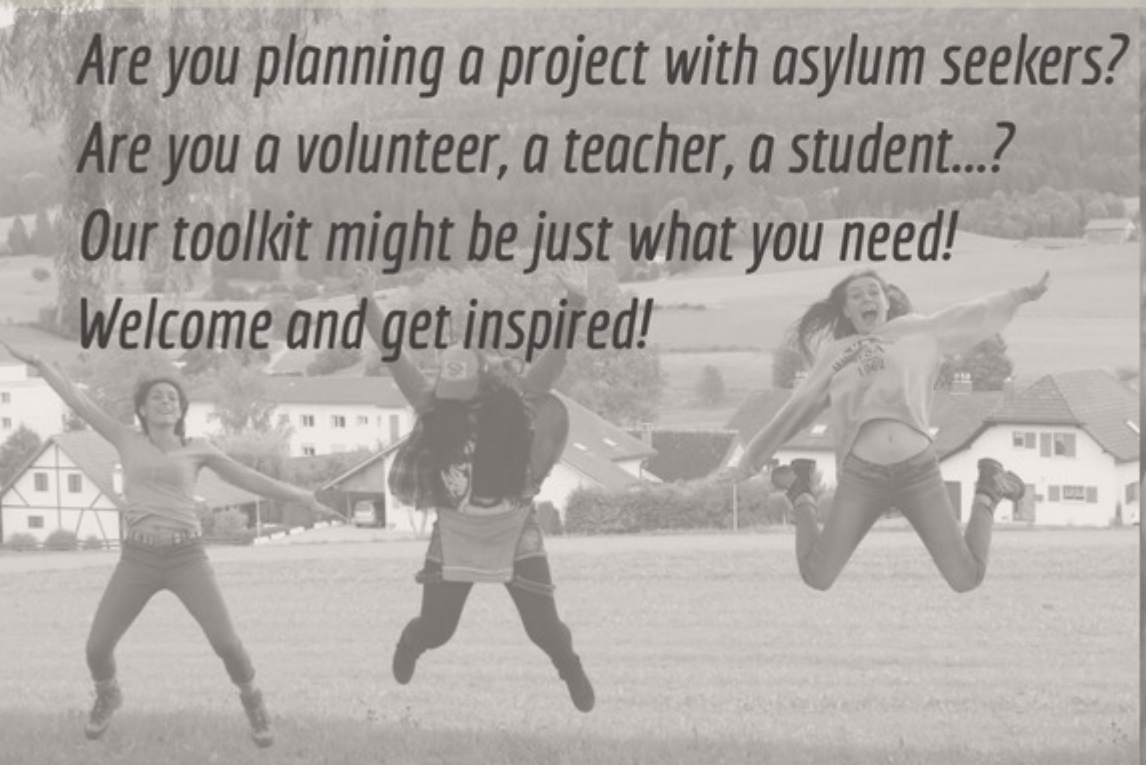
BUILDING BRIDGES TOOLKIT

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!



building bridges

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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. 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 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 specified 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 in 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 center 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 center 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 center, 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 center 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 planing. 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 center/transit center. In this case it's good to discuss and prepare the project with your hosts - the NGO or the staff that maintains the center. 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 center 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 centers before and giving them an idea of what volunteering is. A great method would be having local activities in the center 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 offer 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 center 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 center, reception center 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 what 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 methods

- Prepare a schedule (e.g. in written posters in different languages like Arabic, Farsi, etc.) for the inhabitants of the center 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 center and felt included in the center'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 motivaton letter in order to make them aware of their expectations already during the application process

→ do the objectives and motivation of your volunteer match your project? Are there other criteria you want from volunteers (language skills, experience working with children etc.)?

- Infosheet (with specific, exact information including conditions of the camp, e.g. special rules concerning clothing, behaviour, etc.). (see infosheet 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 center 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 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 centers: 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 center about the project.

- Application process: Prepare a specific application form and distribute it in reception centers. 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 center 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 center**s

- **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 center 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 our 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 our projects: Meetings in our multicultural motherland.

1. Before starting

Costs: The biggest question for many of us 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 camp site. 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 we made it happen without any fund by organizing a fundraising dinner where funds were raised for including asylum seekers in our 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 e-mails to reception centres explaining the project and ask to set up a meeting. In the e-mail 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 co-operation 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 summer 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 below) 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 our 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 camp site 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 from our behalf.

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 camp site 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, e-mail 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 infosheet 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 infosheet 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 infosheet 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 camp site 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 camphosts 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. In KVT we try 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 we evaluate our projects 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 organise 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 infosheets 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 altruisim 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 preparation of the camp coordinators.

Sometimes participants take for granted that there is for example ḥalāl 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 point in preparing camp coordinators and volunteers!

PREPARING LONG-TERM 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 centers 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 centers. 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.
- CVS-Bulgaria also asks for a CV from applying volunteers, some branches need criminal records extracts.
- Face to face meetings with preselected volunteers: Speak about the task, clear out possible misunderstandings, confirm motivation

2. Training the volunteers

Best practice: Bulgaria has 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

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. In this article, 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.

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 ir 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 peacelearning that integrates and puts into relation the diverse ideas of the preceding chapters.



Peace Learning Online - downloadable files

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

Concact / Source: CCIVS 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

Concact / Source: Emmi Ruohonen 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, pages 329-331 reference / original source of the method

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

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 center 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 center can't provide these), reception center 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

Organizing an SCI workcamp in a reception center makes it possible for asylum seekers to be actively involved in the reception centers 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 center for unaccompanied minors and in regular reception centers. The work done in these camps has been very rewarding and the feedback from all sides has been positive.

The work in a reception center 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 center 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 center.

In a reception center 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 center and you will need to get acquainted with the rules and practicalities of the center.

Resources needed:

Budget for accommodation and food (if the reception center can't provide these), reception center 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 Sworkcamps with asylum seekers.

2. Contact a reception center 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 center is in organizing it.

4. Set a person to be in charge of the communication and preparation work with the center, 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 center are. Is it possible to include the people who live in the center into the planning?

6. Agree on rules and regulations of the center and commit to training the volunteers according to these.

7. Make the camp description and upload it on 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 center 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 and cultural skills. For example we had 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 center, 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 center 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

Concact / Source: SCI Catalunya 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 Catalunyas website (in Catalan)

LIVING LIBRARY

Reduce 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

Concact / Source: SCI Switzerland 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 activitely 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 sub-divided

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 co-operatively.

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

Number of participants: Minimum of 4 and maximum of 12

Concact / Source: Tiago Lila 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.

Resources needed:

Prepare in advance some material that the participants can read - some simple articles, sites in the internet, etc.

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

- Debrief



Tips:

- People will feel bored of having to summarise the other's opinion but it to keep this rule and the facilitator will have to make sure of this. In tl it will be very interesting to analyse their reactions to this rule and w 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 identi practical things which they can do together. It is important to stres this collective approach in order to overcome individual short coming 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 creativ way. If the group has difficulties in drawing, you can make use collage techniques with old colour magazines, scissors and glu Alternatively, you can invite people to present their vision as a sho drama (sketch). Any method which facilitates creative and spontaneou expression is preferable to using only written or verbal communicatio

- It is easier to make the links with racism, xenophobia and ant Semitism if the group is multi-cultural. Otherwise, the question « D

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

Concact / Source: Emmi Ruohonen 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 ofbelonging 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:

http://www.eycb.coe.int/compass/en/pdf/2_38.pdf - reference / original source of the method

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

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

Concact / 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 we create a circle with all the participants.
4. Every person has max. 10 minutes to tell the story that the other personhas 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 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.acrossthesea.net/

GO VISUAL!

Icon Dictionary on Migration

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

Concact / Source: Małgorzata Tur 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! We hope the dictionary can have subsequent editions, and we will happily include your icon idea in the next one! Please send them to 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 us regarding where and in which situations our 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.

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

Concact / Source: SCI Catalunya 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 Catalunyas website (in Catalan)

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

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

In the event we presented KVT's activities round the topic through a video and some pictures. We had guest speakers such as volunteers, staff from reception centers that we co-operate with, asylum seekers that have participated in an SCI workcamp and the "Refugee Woman of the year" selected by the Finnish Refugee Council. We also had 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 of an 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

Concact / Source: Emmi Ruohonen 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 center 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. Our 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 centers 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 center 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

Often (at least in Finland) when we organize volunteer events, 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. We had a musician from Bangladesh performing her music and presenting Bangladeshi styles and dances. We had prepared different food from all over the world, had an exhibition and local women's associations present.

The best part was a fashion show with our volunteers presenting how women in different parts of the world dress. We had beautiful costumes from all over the world, with decoration and pictures of the area in the background.

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 SCI 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 us 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 our 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.

Concact / Source: Emmi Ruohonen 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 (f 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

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 shools and elderly houses. We also had workshops to study the subject especially in the beginning.

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, we somehow included all groups 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.

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 thwealth 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

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 is the common opinion on such themes, 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

Global Migration flows

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

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 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 bediscriminated against. Overall the goal is to promote equality, justice and responsibility

Resources needed:

- A large sheet of paper, flipchart paper or board
- Space for small group work and role-play
- Props 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 reproductiverights at the workplace. Conduct a short brainstorm about women's reproductiverights 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 wentfor an interview for her dream job - it was exactly what she was looking for! Everything went well andshe was offered the position. The company asked her to have a meeting with Mr. Wladstock, thepersonnel officer in order to sign her contract.She had already discussed her duties and other job-related issues at the interview. Just as Maria wasabout to sign the contract, Mr. Wladstock said that a condition of the job was that she signs adeclaration 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 forthe story and to develop it into a role-play. The role-play should start with themeeting 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 withs ome 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 tothe 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 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 Overcoming the language barrier 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 theformality of a bureaucratic official.

Steps:

1. Let people arrive but do not greet anyone or acknowledge their presence. Don't sayanything 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 anythingelse. Ignore all questions and protests. If you have to communicate speak anotherlanguage (or a made-up language) and use gestures. Keep all communication to aminimum. Remember that the refugees' problems are not your concern, your job isonly 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 atthe 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. Asylumdenied.” 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 ishappening
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 applicationfor 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 languageand 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 andfind 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, colored paper

Number of participants: Any

This game gets the participants thinking creatively on rights and rules, works as a introduction 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

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, colored 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 characterto 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 Chapter

- Make sure that the provided photos contain many details and allow participantsto 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

Excerising 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 do 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 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 can not 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 summery 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, o 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 - A 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, Moldavia, 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 « 'monority' 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

UNDERSTANDING HUMAN RIGHTS MANUAL

Manual on Human Rights Education

Level of Difficulty: medium

In depth information about the topic of Human Rights

Understanding Human Rights has been elaborated by the European Training and Research Center 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 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 on-line 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:

Understanding human rights manual

reference / original source of the method

WORKING DAY EVENTS

Bring people together to work for a common goal!

Time needed: Half a day/whole day/weekend

Level of Difficulty: easy; 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

Concact / Source: Emmi Ruohonen 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 center. 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 centers 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 centers if there is work in the center to be done together with the residents. In centers, where the asylum seekers spend a longer time, such as centers for unaccompanied minors, it can also be very interesting to work in the center. There is often a lack of materials and the atmosphere can be quite aschetic. 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 centers and outside the centers.

Another possibility is to take people out of the centers to a trip together with local volunteers. People in the reception centers 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 center.

Steps:

1. Plan what kind of work will be done and where? Will you be working in the center or on a local level?
2. Contact reception centers 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 centers differs in every country. It is also very important to first contact the staff of the center, meet them and present who you are and what you would like to do.
- Remember to explain to the center 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.

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



Links:

http://www.therefugeeproject.org/
The Refugee Project

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: Minimun of 20 to make the teams. Maximun 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

Organize a friendship football match for example between a reception center 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 labor.

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. We served fair trade food, had fair trade material and costumes, fair trade football and exhibition about fair trade football production. We 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. We had a rainy day and it affected very much!

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.stranimirova@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 knowlege on the migration issue: global tendencies, current news, 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 particpants 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 you 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/ - webiste
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

CASE STUDIES

are examples of successful existing projects and provide you with more information about what is going on in the SCI world on the topic of refugees and migration.

THEATRE ESCAPE WORKCAMPS

A two-week workcamp, ending with a theatre play

When: 2009-

Contact / Source: SCI Switzerland info@scich.org

The Theatre Escape workcamps (TheaterFlucht in German or ThéâtrEvasion 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 (only in German and French)
SCI Switzerland (only in German, French & Italian)

THEATRE ESCAPE LYSS

Regular activities with asylum seeking kids

When: 2014-

Contact / Source: SCI Switzerland info@scich.org

Context and idea

Since spring 2014 a group of eight SCI 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 SCI 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 here). 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: 14/04/2017 - 23/04/2017

Contact/Source: Amitié Portugal Luxembourg asbl / Vendula Lupinkova : 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, our 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 its open to the whole neighborhood, volunteers and to refugees who are interested in gardening and meeting new people and experiencing new cultures. Our goal is to create a dynamics in the neighborhood of Beggen and its surroundings. We organize regular workshops, mostly focused on permaculture (sustainability, social design principles and urban gardening). We wish to create a peaceful gathering place for people from different backgrounds to meet up and exchange.

Objectives and aim

As mentioned above, in our community garden we try to create a convivial place for everyone. As thy 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.



You can access the Facebook page of the initiative here.