



# A Manual for Building Community Support for Refugees and Migrants

Mladinski center Trbovlje, Global Link Lancaster LTD, Stowarzyszenie Rozwoju  
i Integracji Młodzieży, Toplum Gonulluleri Vakfı

Erasmus +



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# TABLE OF CONTENTS

<b>Introduction and foreword</b>	<b>4</b>
<b>PART 1: Activities for Raising Awareness among Young People</b>	<b>9</b>
Measure 1.0: Storytelling	10
Measure 1.1: Escape to Safety	11
Measure 1.2: Teacher Training	12
Measure 1.3: Workshops with young people in schools or youth settings	13
Measure 1.4: Immigration / Border Guard simulation workshop	14
Measure 1.5: Persona Dolls	15
Measure 1.6: Children's Rights and Refugees Drama role play activity	16
Measure 1.7: Youth Work Training	17
Measure 1.8: Alternative Dispute Resolution in Youth Work – Mediation	18
<b>PART 2: Working with Refugee and Migrant Children</b>	<b>19</b>
Measure 2.0: 'English - or your language - as an additional Language'	20
Measure 2.1: Peer Education	21
Measure 2.2: Cultural Sharing	22
<b>PART 3: Working with the General Public</b>	<b>23</b>
Measure 3.0: An awareness-raising refugee & migration focussed event	24
Measure 3.1: An awareness-raising or diversity	25
Measure 3.2: Exhibitions in public spaces	26
Measure 3.3: Community Arts Projects and Events	27
Measure 3.4: Community Heritage Projects and Events	28
<b>PART 4: Communication with Influential Public Figures and Decision Makers</b>	<b>29</b>
Measure 4.0: Communication with influential public figures and decision makers	30
Measure 4.1: Building strategic alliances	31
Measure 4.2: Influencing Public Policy	32
Introduction to the Media Section	33
<b>PART 5: Working with the Media</b>	<b>34</b>
Measure 5.0: Influencing public perceptions of refugees and migrants through the mainstream media	35
Measure 5.1: Forming Counter-narratives on Social Media	36
Measure 5.2: Building a web-based community	37
<b>PART 6: Volunteering</b>	<b>38</b>
Measure 6.0: Long term international volunteering as a tool for intercultural learning	39
<b>PART 7: Further reading and materials</b>	<b>40</b>
APPENDIX 1: Persona Dolls activity – AHMED'S PERSONA	45
APPENDIX 2: Workshop with young people&adults lesson/activity plan	46
APPENDIX 3: Workshop with young children lesson/activity plan	47

## From Idea to Project: Who is this manual for?

"Safe Haven" (Varno zatočišče) is the title of the project, or rather a joint story, that Mladinski center Trbovlje has been writing together with its partner organizations from Poland, Turkey and Great Britain since 2016, and which will be finished in 2019.

This two-year project is a response to the refugee and migration crisis, caused by the long-lasting war in Syria, unstable conditions in the Middle East, and worsening living conditions in Africa. Slovenia became more aware of the crisis in October 2016, when several hundreds of thousands of refugees entered the country.

These events had a huge impact on the public, despite the fact that the vast majority of refugees didn't seek asylum in Slovenia, but rather continued their journey to Austria, Germany and other western countries.

Nevertheless, we felt widespread bigotry; public fear was escalated due to sensationalist media reports, and it seemed that there was no room for a considered and thoughtful analysis of the situation.

'Safe Haven' was premised on our belief that refugees and migrants are first of all people, and not some faceless objects of a political discussion.

During and after the initial refugee crisis, we observed that the situation was regarded almost exclusively as a safety and security issue, rather than as a human tragedy. With such limited understanding, it will be impossible to address the situation.

This project is about gathering methods, measures and good practices to help us encourage the values of empathy and respect for diversity we need to live in the globalised world of the 21st century. Best practices have been shared by the partner countries of Poland, Slovenia, Turkey and the UK, where UK's multicultural society contains many educational and community-cohesion strategies for welcoming and integrating people from diverse cultures across the world.

This manual aims to be a set of useful measures that even the smallest of organizations or groups will be able to use to strengthen intercultural understanding in their communities.



## Being for when everyone is against

By Mitja Adamlje from Mladinski center Trbovlje

"Being for when everyone is against" is not easy. This sentence alone makes us feel exposed and uneasy. It isolates us against the mass, not only with our intellectual stance, but also with our whole being. It is not merely a question of being "for or against", but rather a question of our thoughts, feelings and values.

"Being for when everyone is against", or speaking out against the mass, has rarely, in Slovenia, been considered as useful or a socially wise or politically desirable act. Historical experiences that have through the centuries become imprinted into our memories and grown into sort of "folk legends", depict "silence" as one of the important virtues regarding one's social life. Slovenian quotes which exemplify this include: "The one that remains silent answers to nine people simultaneously"; "The wise are silent"; "Silence is golden"; "If I had remained silent, I would have been a wise man"; and "If the tongue is silent, the head won't hurt".

Even our work ethic, developed through decades of industrialisation, has established "silence" as one of the virtues of a good worker, who uses his or her time for work, not talking. We developed a negative attitude towards "talking"; talking became a synonym for not working, pause, or a respite from working. This is perhaps best illustrated by the so called factory quote: "Silence! We are working!" (Nowadays, of course, we recognise that the key for creating added value is communication on various levels).

Even though through history silence was largely considered a virtue of "wise", "hard-working", "smart" and "honest" people, in the present day, the too often present act of "collective silence" is a key contributory factor in societal prejudice, bigotry and hostility and the rise of all kinds of social demagogues.

"Collective silence" means quiet agreement; it represents surrender in the area of advocacy; Since demagoguery and populism are considered a social cancer of the present, "collective silence" could be described as a sickness of the anaemic majority that is not capable of and doesn't possess sufficient courage or interest to publicly resist the phenomena that are destroying the social bonds.

Since above we have defined "collective silence" as a disease of modernity, and the rise of populism and demagoguery as a symptom of the disease, what is the cure? The cure, in its purest form, could be "civic courage".

"Civic courage" is the capacity of acting fairly in line with the common good and contrary to popular opposition, humiliation and rejection. It is the virtue of preserving one's own conviction for the common good, regardless of potential personal sacrifice.

"Being for when everyone is against" addresses the situation that organizations, dealing with social issues, will find themselves today and in the future. The manual will enable those of us who are "for" to help strengthen tolerance, an urgent need in response to increasing migration.

So, the main part of our efforts focuses on strengthening tolerance in society. The goal of this manual is to serve as a practical tool for organizations and groups, facing the consequences and causes of bigotry in their local communities.

Here, tolerance is understood as a key binding agent for our society that is becoming more diverse due to migration. It is not the purpose of this manual to analyse current migration policies or judge them.

Our goal is clear: offer European organizations a set of practical measures that can be adapted and implemented according to local context, need and appropriateness. The manual should enable early prevention of social tension caused by radical populism in Europe today and in the future. Therefore, we offer all organizations a framework of actions to help them to "be for", not only when all others are already "against", but rather at the beginning, when the vast majority is still silent.

# UK Foreword to the Manual

By Professor Imogen Tyler from Lancaster University

During 2015, an unprecedented 1.3 million people applied for asylum in the 28 member states of the European Union, Norway and Switzerland. Those seeking protection in Europe were largely fleeing wars, conflicts and political oppression in Syria (over 50 per cent), Iraq, Afghanistan and Eritrea. Some arrived via Balkan land routes, but these borders were soon deliberately blocked by states in Central and Eastern Europe. As a consequence, many refugees were forced to make treacherous Mediterranean Sea crossings (from Turkey and Libya). People fleeing war, conflict or other desperate situations will take huge risks to reach a place of safety. An estimated 3,771 people drowned in the Mediterranean in 2015 alone. In the summer of 2015, newspapers and news websites across the world were filled with photographs of drowned children and people desperately paddling towards shore on overloaded dinghies. Despite a global outcry in response to these images, there was little change in the situation for refugees on the ground, who continued to face both physical obstacles in their journeys to safety and often a hostile reception on their arrival at state borders. This enmity against refugees was frequently stoked by politicians, often for political gain. For example, in Hungary the Prime Minister Viktor Orbán led a high-profile campaign against refugees. On 2nd October 2016, the Hungarian Government held a referendum on the EU quota system to share “the burden” of Syrian refugee settlement. While the turnout for the referendum was under 50 per cent, which made the result legally invalid, 98 per cent of those who participated voted against the admission of refugees to Hungary, enabling Orbán to claim an ideological victory. What was most significant about this referendum was the “gigantic wave of racist state propaganda” that preceded it, which ranged “from giant billboards to new elementary school textbooks, from the internet to hundreds of thousands of personal phone calls civil servants were forced to make to mobilize for the ‘no’ vote” (Tamás 2016). This campaign “cost Hungarian taxpayers the equivalent of over \$18 million – or approximately \$13,500 per asylum seeker Hungary has been asked to take” (Gall 2016). It also marked state-funded racism on a scale not witnessed in Europe since the Nazi propaganda of the 1930s and 1940s. Today, similar kinds of anti-refugee propaganda can be found across Europe and the wider world: from Trump’s “Muslim Ban” to the anti-Refugee ‘Breaking Point’ posters employed as part of the 2016 Brexit campaign in the UK. Refugees are increasingly exploited as a symbolic threat – imagined as akin to a natural disaster “flooding” nation states, or as “terrorists in disguise”. Indeed anti-refugee propaganda has been central to the global rise of authoritarian populist politics – a trend which, unless halted, threatens the very survival of refugee- and broader human rights regimes and humanitarian values.

In the face of these grave challenges, in 2016 four organisations from Poland, Turkey, Slovenia and the UK, dismayed by the political and media response to the ‘refugee crisis’, sought to share practical methods to educate local communities about refugees. The aim was to collaborate across borders, and to share examples of practical measures which might be taken to counter political and media hostility against refugees and migrants — which has led to verbal and physical violence against migrants on the ground.

This manual is one of the outcomes of this project. What the manual has gathered together is a series of practical examples of workshops and other activities which teachers and community groups can employ to counter political propaganda about refugees. The exercises, workshops and activities detailed, seek to raise awareness about why and how people move, to strengthen forms of practical assistance to migrants on the ground, and to help activists and volunteers produce counter-narratives to anti-refugee propaganda in the media. This manual will be incredibly useful to any groups and organisations, large or small, who are seeking to strengthen social solidarity and cohesion amongst different groups in their communities.



## Foreword to the Manual

**By Emine Kaya from Toplum Gonulluleri Vakfi**

In most parts of the world, there are lots of humanitarian crises, which lead people to emigrate from their countries, and when people are forced to migrate amidst a humanitarian crisis. They are not only escaping the bad circumstances physically, but they also desire to live in conditions, which will be beneficial to protecting their identities.

Living together is not an easy dream to achieve. Understanding the conditions that people are living through, building societies, where there is no discrimination, and free environments, where people can enjoy their full human rights, are dreams and goals that are only possible when every individual contributes.

In this context, one of the main duties of every civil society organisation is to be part of the solution for these humanitarian crises. When realizing this duty, sharing all of resources and knowledge makes the processes much easier and supports the reaching of these goals.

The Safe Haven project offers lots of tools for creating environments, where people can learn from each other, and where people forced migrate can enjoy their full human rights. This manual is one of those tools. Throughout this manual, one can find various tools that have been implemented by civil society organisations. You can find both, how to implement those tools and the approach to create them.

We hope that this manual, with its rich content; from non-formal education methods to general approaches to living together, activities and above-mentioned tools aimed at living together, social cohesion and intercultural learning; will be helpful to everyone who works in this field.

Here's to the hope of a world where there is no humanitarian crises that endanger living conditions of people...



# Escape from the dead-end street of intolerance

**Roberta Čotar Krilić**

**Program worker at the MOVIT Institute**

My experiences with volunteering, even international, began in 2001, when I was among the volunteers helping out in a refugee centre in Vič, which held refugees from Bosnia and Herzegovina. There were several occasions where, when I was taking the children to the centre of Ljubljana, where all of us felt intolerant eyes watching us, and we were also the target of taunts by “our children”, calling the refugee children names and making fun of their clothing. I will never forget, when mothers moved their children to sit elsewhere, when we were watching a show in the puppet theatre. Because we felt that too many of such unpleasant and unacceptable situations had occurred, the people at the association I worked for decided to start a cycle of workshops titled “I am a foreigner” elementary schools all over Slovenia, to strengthen the feeling of tolerance in “our” kids. Our workshops were being carried out on a regular basis and were mostly successful and accepted by some schools, while we got rejected by others. EVS volunteers were helping me with carrying out the project, as even then we had all believed that the feelings of tolerance can only be strengthened by the presence of a non-Slovenian at the events, but even then we had noticed the difference, when this non-Slovenian was coming from for example Serbia or Germany. Of course, our children found the person from Germany cooler than the one from Serbia. But to break the ice and strengthen the feeling of tolerance, we chose to use the latter group, which our children regarded as “inferior”. And thus, our organization began cooperating on numerous international projects, where we learned about interculturalism, tolerant behaviour, methods to help with the integration of foreigners, methods for encouraging tolerant behaviour of young people etc. And yes, this was all 18 or 19 years ago, when there were no strategies by the European Commission in place yet, but nonetheless, the organizations that were working with vulnerable groups still realized the importance of this. Today I'm employed by the National Agency, where my previous job or activism brought me to. My responsibility covers the projects in the area of diversity and inclusion. And whenever possible, I present to any organization the Inclusion and Diversity Strategy, amended in 2015, which clearly states that the Erasmus+ programme is strengthening tolerance, acting against radicalization etc. with young people. With the Strategy, the European Commission is literally urging organizations to take on projects for the sensibilization of the broader society. 2016 saw the climax of the refugee crisis, so our priority focus was on refugees and migrants, preventing hate speech and radicalization etc. Even now, National Agency is still receiving projects, where youth organizations and youth-focused organizations are fighting against radicalization and hate speech, and for tolerance. This is also one of the main goals of the programme. But sadly, despite numerous projects taking place in local areas, it can still happen that, during such projects, when youth-exchange participants are accommodated in a hostel, the host organization receives a warning call that “refugees should not be accommodated in the local hostel, because they are threatening the safety of the local population”. In my opinion, we are insufficiently aware and there is insufficient exposure of the important role that our youth workers play in critical situations, where they are always first in the field, and form that heart of the civil society that is fighting for the better tomorrow for all of us. It is these youth workers that bear an important responsibility for the Erasmus+ programme to be implemented, and to continue to be an important tool for strengthening tolerance as well as a beacon that shows the way out of this “dead-end street of intolerance.”






**SAFE HAVEN – MEASURES, TOOLS,  
ACTIVITIES TO BUILD COMMUNITY SUPPORT  
FOR REFUGEES AND MIGRANTS**

# **PART 1:**

## **ACTIVITIES FOR RAISING AWARENESS AMONG YOUNG PEOPLE**



## Measure 1.0: Storytelling – the crucial element, underpinning any refugee-awareness work

**SHORT DESCRIPTION OF ACTIVITY** Storytelling is a methodology increasingly being used by youth workers and civil society organizations to give voice to the perspectives and experiences of the target groups with whom they are working.

Storytelling is crucial for refugee awareness, as it empowers refugees to tell their own stories, thus introducing multiple storylines - perspectives and experiences - to what is often the 'single dominant story' of refugees and migration.

**AIM OF ACTIVITY** Storytelling is powerful, and stories of migration are stories about individual people, their experiences, dreams and hopes. Storytelling is a way to document and remember the hopes and lives of people. By individualising refugees through storytelling, and finding human commonalities, the dangerous 'Us and Them' thinking is challenged. Storytelling can also challenge the notion of refugees as nothing more than victims needing 'help', and reminds us that refugees are people with individual lives, hopes and fears, who have experienced violations of their human rights, and our support should be based on empathy, not pity.

**OUTCOME OF ACTIVITY** Storytelling takes many forms, such as:

- Public talks or interviews
- Recorded oral histories
- Video interviews
- Photo-narrative exhibitions
- Published stories; in print and/or online

**TARGET AUDIENCE OF ACTIVITY** People from local communities, refugees, stakeholders, civil society organizations

**WHO ACTIVITY IS IMPLEMENTED BY** Refugees, facilitators, writers, educators, artists, photographers



## Measure 1.1: Escape to Safety

This experiential exhibition exists in the UK as Escape to Safety, created and run by Global Link DEC [www.globallink.org.uk](http://www.globallink.org.uk), and also in Germany as Labyrinth Fluchtweg, created and run by Verein Entwicklung Niedersachsen, Germany (and serves as the inspiration for Escape to Safety).

**SHORT DESCRIPTION OF ACTIVITY** Escape to Safety is a simulated 'experience' of asylum-seeking in the UK, built into a touring multi-media exhibition of 8 small rooms the participants walk through; as if they were seeking asylum in the UK. They listen to a soundtrack of 3 refugee voices as they interact with border- and immigration officials and the tabloid media.

**AIM OF ACTIVITY** To increase knowledge and understanding of why people become refugees and the difficulties of the asylum-seeking process.  
To develop empathy for refugees

**OUTCOME OF ACTIVITY** Increased knowledge and empathy

**RESOURCES REQUIRED FOR IMPLEMENTATION OF ACTIVITY (E.G. FINANCES, STAFFING, VENUE)**

1. The physical exhibition, which is constructed out of 40 hardboard panels bolted together. In the absence of the physical exhibition, this can be created using panels, curtains or a variety of spaces.
2. The soundtrack and MP3 players and headphones; the soundtrack is downloadable from [www.globallink.org.uk](http://www.globallink.org.uk)
3. Staffing to supervise and manage the MP3 players, and create the space
4. A venue

**TARGET AUDIENCE OF ACTIVITY** Anyone over the age of 11

**WHO ACTIVITY IS IMPLEMENTED BY** Organisations and activists who want to raise awareness

**NUMBERS OF PEOPLE POTENTIALLY REACHED THROUGH ACTIVITY** This depends on the number of MP3 players available. The soundtrack lasts 15 minutes, and people have to enter at 1 – 3 minute intervals due to the small spaces not being able to accommodate more than 1 or 2 people at a time.  
If using Global Link's Escape to Safety exhibition, 30 people can get through the exhibition in an hour.

**TIME NEEDED** Several days to source the physical and audio materials and create the physical space.  
If using Global Link's Escape to Safety exhibition, 4 hours are needed to erect the exhibition.

## Measure 1.2: Teacher Training

**SHORT DESCRIPTION OF ACTIVITY** Training for teachers which is locally and nationally relevant as well as practical, and includes classroom activities and resources

**AIM OF ACTIVITY** To increase teachers' (as opinion shapers) knowledge and understanding of asylum & migration issues  
To increase teachers' ability to teach about asylum & refugee issues in the classroom

**OUTCOME OF ACTIVITY** Teachers are better able to challenge stereotypes and racism aimed towards refugees and migrants  
Teachers have access to resources and material for each of the asylum and refugee issues

**TARGET AUDIENCE OF ACTIVITY** Staffing, venue  
APPENDIX: Online teaching resources

**RESOURCES REQUIRED FOR IMPLEMENTATION OF ACTIVITY (E.G. FINANCES, STAFFING, VENUE)** Primary, Secondary and Further Education teachers

**WHO ACTIVITY IS IMPLEMENTED BY** Education/youth workers

**NUMBERS OF PEOPLE POTENTIALLY REACHED THROUGH ACTIVITY** Depends on the nature of the training

**TIME NEEDED** Minimum 1.5 hours. Could be stretched to a 10-week course, or a full day, depending on time that is available.



## Measure 1.3: Workshops with young people in schools or youth settings

**SHORT DESCRIPTION OF ACTIVITY** Workshops with young people

**AIM OF ACTIVITY** Increased knowledge and understanding of the legal definitions, facts and figures, relating to asylum & migration  
Increased understanding of, and empathy for, asylum-seekers and refugees

**OUTCOME OF ACTIVITY** Increased ability to question media- and other stereotypes  
Increased empathy for refugees

**RESOURCES REQUIRED FOR IMPLEMENTATION OF ACTIVITY (E.G. FINANCES, STAFFING, VENUE)** Lesson plan (see Appendix)  
A refugee willing to share their story to pupils; if not 'live', then in form of a video; e.g. from <http://www.unhcr.org/uk/seeking-refuge-animation-film-series.html>  
Myth-busting quiz (see Appendix)

**TARGET AUDIENCE OF ACTIVITY** Young people, 7 years old and above – no upper limit!

**WHO ACTIVITY IS IMPLEMENTED BY** Youth/education workers

**NUMBERS OF PEOPLE POTENTIALLY REACHED THROUGH ACTIVITY** 30 in one workshop  
100 students in a lecture theatre

**TIME NEEDED** 1 hour

## Measure 1.4: Immigration / Border Guard simulation workshop

**SHORT DESCRIPTION OF ACTIVITY** The participants have to imagine that they are refugees fleeing from the war in Syria. They imagine that they have sold all their earthly possessions in order to pay for passage to Europe. They are near their preferred destination, hungry, thirsty and sick. They now have to cross the border.

One adult (who can speak a language different than that of the participants) plays the role of an unfriendly border guard, who demands in another language that the refugees fill in the immigration form (in Kurdish). When they fail they are 'locked up' and all their possessions (bags, phones, jewellery) removed.

**AIM OF ACTIVITY** Through experiential learning, understanding what it feels like to be a refugee – confused, vulnerable and powerless.

**OUTCOME OF ACTIVITY** Increased empathy for refugees and migrants, and people who do not speak the language of the host country

**RESOURCES REQUIRED FOR IMPLEMENTATION OF ACTIVITY (E.G. FINANCES, STAFFING, VENUE)** An adult who speaks another language than that of the participants  
An 'official' costume/outfit  
A venue with tables forming a 'border'; an area cordoned off to represent a prison or a locked area

**TARGET AUDIENCE OF ACTIVITY** Ages 11 and above

**WHO ACTIVITY IS IMPLEMENTED BY** Youth/education workers

**NUMBERS OF PEOPLE POTENTIALLY REACHED THROUGH ACTIVITY** 30

**TIME NEEDED** 30 minutes



## Measure 1.5: Persona Dolls

**SHORT DESCRIPTION OF ACTIVITY** The education worker / teacher / youth worker brings a refugee Persona Doll into the classroom; the Persona Doll communicates with the children by 'whispering' into the facilitator's ear.

**AIM OF ACTIVITY** Increased knowledge and understanding of why people become refugees  
Increased empathy for refugees

**OUTCOME OF ACTIVITY** Children understand some reasons why people leave their countries  
Children understand that it is often difficult and painful for people to start a life in a new country  
Children are motivated to help new arrivals in their schools or settings.

**RESOURCES REQUIRED FOR IMPLEMENTATION OF ACTIVITY (E.G. FINANCES, STAFFING, VENUE)** A Persona Doll – see appendix  
Website: [personadoll.uk](http://personadoll.uk)  
A facilitator  
A venue

**TARGET AUDIENCE OF ACTIVITY** Children aged 3 - 7

**WHO ACTIVITY IS IMPLEMENTED BY** Education worker / youth worker / facilitator

**NUMBERS OF PEOPLE POTENTIALLY REACHED THROUGH ACTIVITY** 15 children at a time

**TIME NEEDED** 30 minutes



## Measure 1.6: Children's Rights and Refugees

### Drama role play activity (produced by Lauren Gillett of Lancaster University Students Union)

**SHORT DESCRIPTION OF ACTIVITY** This is an extended workshop that can be divided into 2 parts: the first is a participatory workshop on children's rights and refugees; the second is a drama role play where the young people take on the roles of refugee families leaving their homes to find safety in another country.

**AIM OF ACTIVITY** To explore the concept of global citizenship and the UN Convention of the Rights of the Child through presentations, role plays, debates and open discussions about highlighting individual rights and responsibilities both locally and globally. To reflect on the UN Convention of the Rights of the Child, highlighting where fundamental rights are not being met in some parts of the world. Pupils will explore the struggles of refugees during the Syrian refugee crisis and understand the journey of a refugee as they try to seek asylum in Europe.

**OUTCOME OF ACTIVITY** Understanding of their own rights and responsibilities as individuals  
Familiarity with some of the articles of the UN Convention on the Rights of the Child (CRC)  
A clear understanding of the key terms and facts about refugees and asylum seekers  
An appreciation of the issues facing asylum seekers and refugees  
An introduction to human rights and the right to seek asylum in particular

**RESOURCES REQUIRED FOR IMPLEMENTATION OF ACTIVITY (E.G. FINANCES, STAFFING, VENUE)** Workshop outline on [www.globallink.org.uk](http://www.globallink.org.uk)  
Several facilitators  
Venue large enough for tables and movement

**TARGET AUDIENCE OF ACTIVITY** Young people aged 10 - 12

**WHO ACTIVITY IS IMPLEMENTED BY** Educators

**NUMBERS OF PEOPLE POTENTIALLY REACHED THROUGH ACTIVITY** 30

**TIME NEEDED** A couple of hours



## Measure 1.7: Youth Work Training

<b>SHORT DESCRIPTION OF ACTIVITY</b>	Training for youth workers which is locally and nationally relevant as well as practical, and includes activities and resources
<b>AIM OF ACTIVITY</b>	To increase youth workers' (as opinion shapers) knowledge and understanding of asylum & migration issues To increase youth workers' ability to respond to a need for more openness to diversity amongst young people they are working with
<b>OUTCOME OF ACTIVITY</b>	Youth workers are better able to challenge stereotypes and racism aimed towards refugees and migrants Youth workers have access to resources and material for each of the asylum and refugee issues
<b>RESOURCES REQUIRED FOR IMPLEMENTATION OF ACTIVITY (E.G. FINANCES, STAFFING, VENUE)</b>	Staffing, venue See APPENDIX for numerous websites
<b>TARGET AUDIENCE OF ACTIVITY</b>	Youth and community workers
<b>WHO ACTIVITY IS IMPLEMENTED BY</b>	Education/youth workers
<b>NUMBERS OF PEOPLE POTENTIALLY REACHED THROUGH ACTIVITY</b>	Depends on the nature of the training
<b>TIME NEEDED</b>	Minimum 1.5 hours. Could be stretched to a 10-week course, or a full day, depending on time that is available.

## Measure 1.8: Alternative Dispute Resolution in Youth Work – Mediation

**SHORT DESCRIPTION OF ACTIVITY** Educational tools & activities supporting mediation between young people, prepared within the First ADR Kit project to introduce Alternative Dispute Resolution, especially mediation, into youth work.

**AIM OF ACTIVITY** To increase the ability of young people to solve conflicts between themselves in a peaceful way  
To increase knowledge about principles of mediation, structure and rules of mediation  
To increase the level of skills connected to mediation, such as active listening, dealing with emotions, identifying and understanding different needs, structuring dialogue, separating the problem from the person, objectivity, and conflict management

**OUTCOME OF ACTIVITY** Young people are better prepared for the process of mediation (both as participants in the conflict and as mediators).  
Young people have better understanding of different types of conflicts (including those based on cultural differences) and increased compassion toward other young people.  
Young people appreciate the values of mediation such as the freedom of choice, dignity, and responsibility for the solution.

**RESOURCES REQUIRED FOR IMPLEMENTATION OF ACTIVITY (E.G. FINANCES, STAFFING, VENUE)** Workshops scenarios and materials from [www.firstadrkit.org](http://www.firstadrkit.org)

**TARGET AUDIENCE OF ACTIVITY** Ages 15 and above

**WHO ACTIVITY IS IMPLEMENTED BY** Youth workers, educators, facilitators

**NUMBERS OF PEOPLE POTENTIALLY REACHED THROUGH ACTIVITY** 10 - 30 (depends on the workshop)


**TIME NEEDED** 1.5 hours per workshop



**SAFE HAVEN – MEASURES, TOOLS,  
ACTIVITIES TO BUILD COMMUNITY SUPPORT  
FOR REFUGEES AND MIGRANTS**

# **PART 2:**

## **WORKING WITH MIGRANT AND REFUGEE CHILDREN**



## Measure 2.0: 'English - or your language - as an additional Language' (EAL)

**SHORT DESCRIPTION OF ACTIVITY** In certain areas of the UK, schools employ EAL staff to support immigrant children who don't speak English to learn English. There are a vast number of teaching resources online to support this learning, as well as training for teachers to use some of these resources, both within the classroom as well as outside the classroom. Only 2 key websites are listed below, though there are many more. All materials can be adapted for local contexts.

**AIM OF ACTIVITY** EAL activities are often undertaken by an EAL teacher with children away from their class. The aim of the lessons is to learn the language so they can communicate with peers and learn in school.

The EAL space, however, can also be used by adults and young people to explore any issues about the cultures and expectations of their new country, or how they retain a sense of identity in a changed environment

**OUTCOME OF ACTIVITY** Increased integration of refugee and migrant children.

**RESOURCES REQUIRED FOR IMPLEMENTATION OF ACTIVITY (E.G. FINANCES, STAFFING, VENUE)** 1. Staffing  
2. Access to EAL (or local language) resources. 2 key EAL websites, for example, are:  
<http://www.nassea.org.uk/> a network organisation operating in the north of England, providing direct training and consultancy to schools and Local Authorities, as well as a professional network/hub.

NALDIC is a national organisation, and is behind much of the research and development that has gone on around EAL in the UK <https://naldic.org.uk/>.

**TARGET AUDIENCE OF ACTIVITY** Children and young people who do not understand, speak or write the language of their new country of residence

**WHO ACTIVITY IS IMPLEMENTED BY** Teachers



## Measure 2.1: Peer Education

**SHORT DESCRIPTION OF ACTIVITY** Peer Education is a tool for youth work which creates an opportunity for young people to learn from each other as active participants.

Peer Education is a non-formal education method. A young person becomes a trainer for his/her peers on a specific topic. 20 - 25 peers come together and through non-formal method discuss and share their opinions on the training topic e.g. human rights, democracy, civil society etc. in a non-formal setting.

Peer Education creates non-hierarchical relations between peers. Training of trainees should be done with young people who want to become peer educators. The training provides young people with knowledge, attitudes and skills to implement non-formal sessions with their peers.

TOG is using the peer education methodology in its project support for young refugees. Young people from Syria have become peer educators on sexual and reproductive health, and gender based violence. They delivered sessions on these topics in Arabic in youth centres. It is important that young people from Syria are not only objects of the activities, but that they become active subjects, disseminating knowledge in Turkey in their own mother tongue.

**AIM OF ACTIVITY** Peer Education aims to empower young people to feel more confident in learning and sharing information amongst their peers, and becoming experts on specific topics. Peer education also creates spaces where young people can exchange their ideas and experiences freely.

**OUTCOME OF ACTIVITY** Sessions and discussions among peers, empowerment of young people as leaders and active actors

**TARGET AUDIENCE OF ACTIVITY** Young people from local communities and young refugees

**WHO ACTIVITY IS IMPLEMENTED BY** Youth workers and foundations, institutions, projects which want to implement youth work, young refugees

**NUMBERS OF PEOPLE POTENTIALLY REACHED THROUGH ACTIVITY** Every session reaches 15 - 25 young people

**TIME NEEDED** The training can take anywhere between 2 hours and 2 days, depending on the project

## Measure 2.2: Cultural Sharing

**SHORT DESCRIPTION OF ACTIVITY** These activities are implemented to bring together (young) people from different backgrounds, cultures, geographies and identities. If the participants design their own activities, the events will be more successful.

These activities can be social action projects, or arts projects involving music, for example, or they can be cultural activities, where young people share traditional cuisines, sports and sport tournaments, cultural tours, picnics, dance, theatre, and language based activities.

**AIM OF ACTIVITY** The aim is to bring people together to share their cultural backgrounds, identities and histories, to develop respect for differences, and to equip young people with the skills and attitudes to live in harmony and peace.

These activities also help young migrants and refugees adjust to their new environment, whilst simultaneously validating their own identities and giving them confidence to challenge discrimination.

Such activities, however, should not be about teaching refugees new cultures or ways of living, but about creating an atmosphere for mutual learning and understanding.

**OUTCOME OF ACTIVITY** Increased open-mindedness  
Increased cultural understanding  
Increased community cohesion and mutual learning

**NUMBERS OF PEOPLE POTENTIALLY REACHED THROUGH ACTIVITY** This depends on the nature of the activity. For example, there can be 5 people attending a harmonization meeting, 100 people at a sports activity, or 200 people attending a theatre or music activity.

**TARGET AUDIENCE OF ACTIVITY** Young migrants and refugees, and local young people

**WHO ACTIVITY IS IMPLEMENTED BY** Youth workers, community facilitators and community organisations  
**OUTCOME OF ACTIVITY**





**SAFE HAVEN – MEASURES, TOOLS,  
ACTIVITIES TO BUILD COMMUNITY SUPPORT  
FOR REFUGEES AND MIGRANTS**

# **PART 3:**

## **WORKING WITH THE GENERAL PUBLIC**



## Measure 3.0: An awareness-raising refugee & migration focussed event, open to the general public

**SHORT DESCRIPTION OF ACTIVITY** This could be an event linked to a national or international date(s) such as World Refugee Day on June 20th, or International Human Rights Day on December 10th, or the International Day of Peace on September 21st.

An event of this nature should always include refugees telling their own stories (live, video or audio).

It could also include any of the following:

- Food or refreshments cooked by refugees and migrants, as food helps to draw people in, and to engage with each other
- Showing short films on repeat 'loops' Exhibitions
- Exhibitions: this could include photo narratives, paintings created by refugee children, photos of countries and places refugees are fleeing from
- Arts & craft activities or games for children
- Clothes swaps

**AIM OF ACTIVITY** To increase knowledge and understanding of asylum, refugee and migration issues  
To bring people from different communities together, allowing social interaction

**OUTCOME OF ACTIVITY** Increased openness towards refugees, asylum-seekers and migrants  
Increased community cohesion

**RESOURCES REQUIRED FOR IMPLEMENTATION OF ACTIVITY (E.G. FINANCES, STAFFING, VENUE)** [www.globallink.org.uk](http://www.globallink.org.uk) for Digital Stories  
[http://www.refugee-action.org.uk/refugee\\_voices](http://www.refugee-action.org.uk/refugee_voices)  
<http://innovation.unhcr.org/7-videos-guaranteed-to-change-the-way-you-see-refugees/>

**TARGET AUDIENCE OF ACTIVITY** General public; all ages

**WHO ACTIVITY IS IMPLEMENTED BY** Youth workers, facilitators, refugees and migrants

**NUMBERS OF PEOPLE POTENTIALLY REACHED THROUGH ACTIVITY** 10 - 300

**TIME NEEDED** An afternoon, evening or a full day, depending on the range of activities



## Measure 3.1: An awareness-raising or diversity activity taking place at an existing local or national festival or other event e.g. May, Easter or Christmas Festivals, local fairs etc.

<b>SHORT DESCRIPTION OF ACTIVITY</b>	Any of the following activities could serve as an example: <ul style="list-style-type: none"><li>- Food or refreshments cooked by refugees and migrants, as food helps to draw people in, and to engage with each other.</li><li>- Showing short films on repeat 'loops'</li><li>- Exhibitions: these could include photo narratives, paintings created by refugee children, photos of countries and places that refugees are fleeing from</li><li>- Henna painting</li><li>- Information stalls</li></ul>
<b>AIM OF ACTIVITY</b>	To increase knowledge and understanding of asylum, refugee and migration issues To bring people from different communities together, and enabling social interaction
<b>OUTCOME OF ACTIVITY</b>	Increased openness toward refugees, asylum-seekers and migrants Increased community cohesion
<b>RESOURCES REQUIRED FOR IMPLEMENTATION OF ACTIVITY (E.G. FINANCES, STAFFING, VENUE)</b>	<a href="http://www.globallink.org.uk">www.globallink.org.uk</a> for Digital Stories <a href="http://www.refugee-action.org.uk/refugee_voices">http://www.refugee-action.org.uk/refugee_voices</a> <a href="http://innovation.unhcr.org/7-videos-guaranteed-to-change-the-way-you-see-refugees/">http://innovation.unhcr.org/7-videos-guaranteed-to-change-the-way-you-see-refugees/</a>
<b>TARGET AUDIENCE OF ACTIVITY</b>	General public; all ages
<b>WHO ACTIVITY IS IMPLEMENTED BY</b>	Youth workers, facilitators, refugees and migrants
<b>NUMBERS OF PEOPLE POTENTIALLY REACHED THROUGH ACTIVITY</b>	10 and above
<b>TIME NEEDED</b>	An afternoon, evening or a full day, or even a week, depending on the range of activities
<b>OTHER NOTES</b>	'Piggy-backing' on an existing public event is a good way of reaching new audiences, as those who are rigidly nonempathic towards refugees do not attend refugee-focussed events

## Measure 3.2: Exhibitions in public spaces, such as libraries, community venues, council buildings

**SHORT DESCRIPTION OF ACTIVITY** Exhibitions in public spaces such as libraries, community venues, council buildings. This can include photographs, paintings of refugees and/or by refugees, digital stories or short films, including 'The Vulnerability Series', set to repeating loops on screens in public spaces

**AIM OF ACTIVITY** To increase knowledge and understanding of asylum, refugee and migration issues  
To give a voice to refugee and migrant perspectives, ensuring a plurality of voices to challenge stereotyped mainstream perspectives

**OUTCOME OF ACTIVITY** Increased openness toward refugees, asylum-seekers and migrants  
Increased community cohesion

**RESOURCES REQUIRED FOR IMPLEMENTATION OF ACTIVITY (E.G. FINANCES, STAFFING, VENUES)** [www.globallink.org.uk](http://www.globallink.org.uk) for digital stories  
[http://www.refugee-action.org.uk/refugee\\_voices](http://www.refugee-action.org.uk/refugee_voices)  
<http://innovation.unhcr.org/7-videos-guaranteed-to-change-the-way-you-see-refugees/>

The Vulnerability Series is an exhibition by the Syrian artist Abdulla Al-Omari in the United Arab Emirates. He gives world leaders a makeover with a difference. He takes them out of their fine suits and paints them as refugees

**TARGET AUDIENCE OF ACTIVITY** General public; all ages

**WHO ACTIVITY IS IMPLEMENTED BY** Youth workers, facilitators, refugees and migrants

**NUMBERS OF PEOPLE POTENTIALLY REACHED THROUGH ACTIVITY** 10 and above

**TIME NEEDED** Unlimited

**OTHER NOTES** Taking exhibitions into public spaces is a good way of reaching people who do not seek out information about refugees on their own



## Measure 3.3: Community Art Projects and Events

**SHORT DESCRIPTION OF ACTIVITY** Art projects, bringing together the local population and refugees and migrants e.g.

- Craft circles, where women may come together to knit, sew, crochet, share skills, upcycle clothing
- Mural projects
- Banner-making for festivals
- Photography/visual arts workshops
- Storytelling/drama workshops
- Music workshops
- Digital storytelling workshops

**AIM OF ACTIVITY** To increase openness toward diversity  
To increase community cohesion through providing creative spaces for social interaction

**OUTCOME OF ACTIVITY** Increased openness toward refugees, asylum-seekers and migrants  
Increased community cohesion

**RESOURCES REQUIRED FOR IMPLEMENTATION OF ACTIVITY (E.G. FINANCES, STAFFING, VENUE)** [www.globallink.org.uk](http://www.globallink.org.uk) for Digital Stories  
The Vulnerability Series is an exhibition by the Syrian artist Abdulla Al-Omari in the United Arab Emirates. He gives world leaders a makeover with a difference. He takes them out of their fine suits and paints them as refugees

**TARGET AUDIENCE OF ACTIVITY** General public; all ages

**WHO ACTIVITY IS IMPLEMENTED BY** Youth workers, facilitators, refugees and migrants

**NUMBERS OF PEOPLE POTENTIALLY REACHED THROUGH ACTIVITY** 10 and above

**TIME NEEDED** Depends on the nature of the activity

## Measure 3.4: Community Heritage Projects and Events

**SHORT DESCRIPTION OF ACTIVITY** Heritage projects exploring shared histories (e.g. Africans and Asians supporting the British during the World Wars) or reasons for, and impacts of (including positive), immigration and emigration from local or national contexts (e.g. Polish refugees in the UK after the Second World War).

This could include volunteer research and documentation on paper or online (e.g. [www.documentingdissent.org.uk](http://www.documentingdissent.org.uk)), exhibitions, Town Trails, or artistic responses through theatre, music and visual art.

**AIM OF ACTIVITY** To learn about shared histories  
To learn that migration is a natural phenomenon of human existence  
To understand causes and impacts of migration  
To value the diversity of culture (including food) and economy that immigration brings

**OUTCOME OF ACTIVITY** Increased openness toward refugees, asylum-seekers and migrants

**RESOURCES REQUIRED FOR IMPLEMENTATION OF ACTIVITY (E.G. FINANCES, STAFFING, VENUE)** [www.documentingdissent.org.uk](http://www.documentingdissent.org.uk)  
[refugeeweek.org.uk](http://refugeeweek.org.uk)  
[blackhistorymonth.org.uk](http://blackhistorymonth.org.uk)  
<http://en.unesco.org/themes/building-peace-programmes>

**TARGET AUDIENCE OF ACTIVITY** Adults

**WHO ACTIVITY IS IMPLEMENTED BY** Youth workers, facilitators, historians, volunteers

**NUMBERS OF PEOPLE POTENTIALLY REACHED THROUGH ACTIVITY** 10 and above

**TIME NEEDED** Depends on the nature of the activity


**OTHER NOTES** 'Those who do not learn from the past are condemned to repeat it.'



**SAFE HAVEN – MEASURES, TOOLS,  
ACTIVITIES TO BUILD COMMUNITY SUPPORT  
FOR REFUGEES AND MIGRANTS**

# **PART 4:**

## **COMMUNICATION WITH INFLUENTIAL PUBLIC FIGURES AND DECISION MAKERS**





## Measure 4.0: Communication with influential public figures and decision makers

Encouraging intercultural dialogue is one of the key activities aimed at ensuring social peace and general social advancement. A cursory glance at the history of the 20th century shows that major European tragedies occurred because of hostilities based on cultural differences.

But intercultural dialogue in a local community cannot be the task of a single organization. Such activities need to encompass as many civil society agents as possible. It is important for events and activities, whose purpose is to strengthen tolerance and intercultural friendship, to be supported by other organizations, in particular by influential public figures and decision makers. This support gives greater significance to the activities, as well as greater visibility, through increased media attention.

Who are influential public figures? These may include local decision-makers, such as mayors, municipal council members, business people, economists, representatives of public institutions, NGOs etc. But we often forget about those people with informal influence, who are not visible in the media, but still enjoy a high level of trust and support in their own circles. It is essential for an organization to analyse its environment, and make a list of influential public figures that will include all those, whose influence can benefit set goals.

Further influential public figures may include journalists, recipients of various awards in their local communities, musicians, artists, representatives of such occupations, who meet a lot of people on a daily basis, people with high response rates to their posts on social media, and representatives from institutions that are held in high regard by the public. Their support, whether by merely attending our event or sending a letter of support, or by actively participating in the activity, can have a huge impact on the success of our activity.

**SHORT DESCRIPTION OF ACTIVITY** To establish a working group inside the organization that will analyse the environment, and define influential figures and decision makers as well as their influence. This can be achieved through conversation among the members of the group, where they ask themselves who has influence, who can they influence, how much influence they have, and what are the possible consequences of their influence.

When the list is ready, the next step is to make a plan for contacting the influential figures, where the key question is how to connect our goals with those of the target group (who can help us, in what way and where).

**AIM OF ACTIVITY** The aim is to find those with influence in the area that is connected with the social challenge you are addressing, who can contribute to spreading your message, and consequently, to the successful solution of the social challenge.

**OUTCOME OF ACTIVITY** A list of influential people (this is a list of individuals, your organization believes to be among those with the largest actual, formal and informal, influence on public opinion as well as on making key decisions in the local community, in the area of the social challenge that you are addressing).

**TARGET AUDIENCE OF ACTIVITY** Influential figures

**WHO ACTIVITY IS IMPLEMENTED BY** Your organisation and its stakeholders

**NUMBERS OF PEOPLE POTENTIALLY REACHED THROUGH ACTIVITY** Directly, the influential figures you have identified; indirectly, the wider general public



## Measure 4.1: Building strategic alliances

Have you ever asked yourselves, who the allies of your organization are? How can they help you attain your goals and what concrete help can they offer? And whether we even need allies? Have there been times when we could have benefitted from having allies? The above are questions that an organization can ask itself when planning to make strategic alliances in its environment.

Strategic allies are especially those individuals and organizations, which we share a similar idea basis and a similar area of social engagement with. In the desire to efficiently strengthen the foundations of intercultural dialogue, we should therefore make connections with organizations and individuals we share similar worldview and interests with.

**SHORT DESCRIPTION OF THE ACTIVITY** In the context of the organization, we prepare a series of events or public activities, for which we make sure that they get enough visibility. For example: Human Rights Day, Refugee Week and Festival of Diversity. With these events, we do not reach out to people that have a negative attitude towards refugees and we also do not expect such people to attend these types of activities. On the other hand, we can expect that those, who do attend the event, will include representatives from organizations as well as individuals and media that usually support and share in our efforts. In this way, we will soon determine, who we share beliefs with.

**AIM OF ACTIVITY** There may be more methods of creating communities – for example, a social network site, where we are gathering support, an open letter with an invitation to sign up and support the issue etc. Regarding the question of strategic alliances, it is particularly important that we seek out organisations, which not only share our belief, but are also ready to set forth common goals and cooperate on attaining them.

The goal of the activity is to enlarge the community of organizations and individuals, sharing a similar worldview, and who are willing to cooperate on a volunteer or professional basis to reach common goals. Such a result represents a strong foundation for our future activities in the community. In the next step, we will set forth common principles and goals of the alliance.

**OUTCOME OF ACTIVITY** Strategic alliances

## Measure 4.2: Influencing Public Policy; creating or changing rules in society

It is widely recognised in the field of youth politics that through youth centres and youth councils, young people have been creating local strategies for young people; these can be very effective. A municipal council brings into force an official document, defining basic concepts in the field of youth, determines agents, recognizes local needs and desires of youth, and defines steps to solving existing challenges.

It is important to know how to sufficiently transfer the solutions of a broad social problem into measures, ordinances and strategies, and enter them into a public debate as well as into the decision-making process by a decision-making body.

What do we cause by this? In one moment, the topic we are addressing will enter a higher/broader level of a public debate; the majority of key agents of local politics will form an opinion about it and generally, due to the level of discussion about it, the topic will gain greater public standing and consequently greater media attention.

And thus, the solution for the social problem or challenge we are addressing will be closer to the solution, we want to achieve. In any way, as submitters, we rise from the street-level proposal to the level of broad, public and democratic debate; and with that, the proposal itself gains greater weight and standing in the society.

**SHORT DESCRIPTION OF THE ACTIVITY** Public policy proposals can be very simple and include only general basics, which later gain a clearer picture through public debate.

The process is initiated with a discussion inside our organization. The initial questions can be – which rules in our society could change the situation we are addressing, which rules in our society are preventing certain situations, what would the new rules change, what changes would they cause, and what is the value of those changes.

**AIM OF THE ACTIVITY** To create a strategy document to use to influence municipal politicians



## Introduction to the Media Section

**Valmira LLabjani**

The media has been shown to take a centre stage in shaping the opinions of the public in regard to immigration issues.

Latest statistics from public opinion polls, released by Eurobarometer, show that immigration is considered as the top concern for Europeans, which overtakes the economic concerns at EU level. Another study, published in the *Journal of the Social Issues* by Canadian social psychologists, also suggests that topics, regarding immigration policies and the treatment of immigrants and refugees, are associated with uncertainty and concern. The study suggests that the media takes advantage of public uncertainty around immigration, and the treatment of the refugees and the asylum seekers, by portraying these groups as threatening to invade western nations.

For instance, strongest anti-immigration sentiments expressed in the mass media have been observed in the British press. More than 600 articles that mention “immigration” or “migration” were generated between 2006 and 2014, and the word “mass” was the single most common term to describe immigration (Allen, 2016). Overall, numerous studies, where the effect of media on the public opinion has been a focus of the study, have shown that the media promotes the topic of immigration, and usually plays a role in influencing anti-immigration attitudes (Vergeer et al., 2000; Schlueter and Davidov, 2011; Meltzer et al., 2017).



**SAFE HAVEN – MEASURES, TOOLS,  
ACTIVITIES TO BUILD COMMUNITY SUPPORT  
FOR REFUGEES AND MIGRANTS**

# **PART 5:**

## **WORKING WITH THE MEDIA**





## Measure 5.0: Influencing public perceptions of refugees and migrants through the mainstream media

**SHORT DESCRIPTION OF ACTIVITY** Getting positive stories into print, online and TV media, through the production of press releases, and the building of relationships with journalists.

Think about what journalists want (e.g. something that they don't already know, such as leaked reports or good statistics, a story with tension or a twist, a story with a human element, which highlights a wider issue in the news that exposes a change of policy or official blundering/hypocrisy)

Write your press release, so that a journalist could cut and paste it as a story into a paper. It needs to contain the release date, headline and the first paragraph (Who, What, Where, When), a quote, a statistic if you have one and contact details.

**AIM OF ACTIVITY** Send press releases and organise interviews which create more positive news stories about refugees and migrants, focussing on the personal human element.

**OUTCOME OF ACTIVITY** Coverage of refugee and migration stories that focuses on the individual human story, which appeals to values of humanity and empathy, rather than focussing on the facts and figures (including the numbers - the 'masses' - of refugees and migrants)

Increased coverage of families, women and children

**TARGET AUDIENCE OF ACTIVITY** Journalists

**WHO ACTIVITY IS IMPLEMENTED BY** Your organisation and its stakeholders

**NUMBERS OF PEOPLE POTENTIALLY REACHED THROUGH ACTIVITY** Directly, the journalists; indirectly, the wider general public

## Measure 5.1: Forming counter-narratives on social media

**SHORT DESCRIPTION OF ACTIVITY** At the beginning of the refugee crisis, the media and social networks were full of prejudices like, "How can they be refugees, if they have such mobile phones?" Despite the fact that this prejudice has no real basis, it was spread extremely fast and had a strong influence, especially on young people. It's a classical narrative way, which has the aim of revitalizing social issues and giving refugees a false image.

An example of a counter narrative is to take this kind of thinking (usually prejudices, stereotypes), and to discard it in a humorous way. An example of this approach can be the following video:

<https://www.youtube.com/watch?v=71Gf525W5vc>.

Sharing stories on social media to counter negative or extremist narratives.

The formation of counter narrative activities is prompted by these questions:

Which propaganda activity are we aiming at?

What are its key messages?

Where are these messages spreading and which target groups are they affecting?

What effects do the propaganda activities have?

And when preparing counter-narrative activities, we ask ourselves:

What sort of an effect affects the target group?

Where does the target group meet?

Which networks does it use?

Which goals do we follow?

What does the target group count as authentic?

Who does the target group count as authentic?

For actual examples and a detailed plan of planning counter narrative activities, visit [counternarratives.org](http://counternarratives.org).

**AIMS OF THE ACTIVITY** A counter narrative means deliberate spreading of directly or indirectly targeted information, to challenge extremist propaganda, hate, violence, bigotry, and lies. Its aim is to reduce the power of extremist propaganda. Counter narrative activities are structured activities, aiming at a clear goal and a target group, and using structured and verified methods, lasting a certain period of time and effecting the change of behavioural patterns or ways of thinking. One of the main aims of counter narrative activities is often to plant a seed of doubt in beliefs, generated by violent propaganda. (SOURCE: [counternarratives.org](http://counternarratives.org))





## Measure 5.2: Building a web-based community

When thinking about building a web-based community, we have to ask the right questions. If it our intent is to inform people about something, we will soon be alone in the group, without any real members, who'd be willing to support, propose and participate in activities that occur as a consequence of the community dynamic. Basic principles for building a web-based community (the same also applies to any other community) are: two-directional communication, personal contact and the "know how to listen" principle.

1. "Two-directional communication" – the community administrator/manager does not merely share and post, but is actively involved in chats and comments inside the web-based community.
2. "Personal contact" – a community is differentiated from a group by a feeling of belonging, which is not based solely on a similar interest or worldview, but is strengthened through personal contact between the members. Because of that, commitment to personal communication, encouraging communication among the members, and responsiveness to such communication are particularly important.
3. "Know how to listen" – as in everyday life, even within social networks, listening to members of the community is much more efficient than constant sharing and posting of our content. By regular listening to them, sharing their content, reacting to their comments, asking questions, we will be able to strengthen a feeling of belonging to the group and cause dynamics inside the group with it.

**SHORT DESCRIPTION OF ACTIVITY** Building a web-based community is a long-term process, especially when building a community, we would like to strengthen tolerance and intercultural dialogue with, two goals that are too abstract for many people. A community will most easily form through common concrete actions (assisting in a refugee centre, preparing joint events), and strengthen only through constant contacts and creating as well as sharing common stories.

**QUESTIONS FOR DISCUSSION** Why should we build a community?  
Which long-term goals do we try to reach by building it?  
What do we expect from the community?  
What is our plan for managing it?



**SAFE HAVEN – MEASURES, TOOLS,  
ACTIVITIES TO BUILD COMMUNITY SUPPORT  
FOR REFUGEES AND MIGRANTS**

# **PART 6:**

## **VOLUNTEERING**





## Measure 6.0: Long-term international volunteering as a tool for intercultural learning

Volunteering has become a very effective tool to support social inclusion and the development of active citizenship.

The importance of volunteering was recognised by international institutions, like the European Union, the United Nations and the Council of Europe.

Since 1985, the United Nations has marked December 5th as the International Volunteer Day for Economic and Social Development, with the purpose of officially recognising volunteers, facilitating their work, creating a network of communication, and promoting the benefits of voluntary service (United Nations website). 2001 was declared by the UN as the International Year of Volunteers (IYV), whose main objectives were to increase recognition of volunteer work around the world through facilitation, networking, promotion of volunteering, and encouraging young people to participate in these kinds of activities.

2011 was marked as the European Year of Volunteering by the Council of the European Union, in order to encourage voluntary activity and appropriately promote this activity as a way to build civil society.

International volunteering is developing very quickly, and in the context of migration, it provides opportunities for developing mutual understanding as well as combating negative stereotypes and discrimination. Over 20 years ago, the European Voluntary Programme was launched. Today it is one of the flagship educational programmes of the European Commission, and it operates under Erasmus +. Every year hundreds of young people go abroad, not only to EU countries, to implement mostly long-term social projects. From 2018, the EVS programme will be transformed into the European Solidarity Corps ([https://europa.eu/youth/solidarity\\_en](https://europa.eu/youth/solidarity_en)). The mission of the European Solidarity Corps will be to “bring together young people, to build a more inclusive society, supporting vulnerable people and responding to social challenges.” It offers an inspiring and empowering experience for young people who want to help, learn and develop (European Solidarity Corps website [https://europa.eu/youth/solidarity/mission\\_en](https://europa.eu/youth/solidarity/mission_en)).

Today, there are 6,063 accredited institutions in the programme and partner countries, which can receive volunteers or coordinate EVS projects ([https://europa.eu/youth/volunteering/evs-organisation\\_en](https://europa.eu/youth/volunteering/evs-organisation_en)).

The priorities of EVS projects from the programme's inception on were focused on inclusion of young people with fewer opportunities, European awareness, intercultural communication and youth participation. “The Erasmus+ Programme aims at promoting equity and inclusion by facilitating the access to participants with disadvantaged backgrounds and fewer opportunities compared to their peers, whenever disadvantage limits or prevents participation in transnational activities” (European Commission Erasmus+ Programme Guide 2017, s.9). The definition of young people with fewer opportunities is wide-ranging, and includes all those who face obstacles to formal and non-formal education. Very often, young migrants and young refugees are considered as young people with fewer opportunities, and indeed they do have less opportunity to participate in educational programmes than their more privileged peers.

For 2016, one of the main priorities was reaching out to marginalised groups. For example, young migrants and refugees are encouraged to become EVS volunteers, whilst simultaneously; many EVS projects are focused on migration and supporting refugees.

By hosting EVS volunteers, the institution gains different kinds of support, but primarily the volunteers provide opportunities for practicing intercultural communication, mutual understanding, and combating prejudices directed against foreigners, including migrants and refugees.


Volunteers, who are sent abroad, gain experience of the life of a “migrant”; in a softer version, of course, as the programme provides accommodation, pocket money, support from the host institution and workspace. Nevertheless, volunteers experience migrant experiences, such as language barriers, cultural shock, homesickness, and the process of entering into the new culture and choosing the strategies, like adaptation, separation, integration or assimilation. Upon completing their service, they have to make a decision, whether to go back to their own countries, stay in a host country, or to move somewhere completely different.




**SAFE HAVEN – MEASURES, TOOLS,  
ACTIVITIES TO BUILD COMMUNITY SUPPORT  
FOR REFUGEES AND MIGRANTS**

# **PART 7:**

## **FURTHER READING AND AWARENESS-RAISING RESOURCES**





# Films, digital stories, teaching packs, games and other learning activities about Refugees, Asylum-seeking and Migration

## **City of Sanctuary**

Website full of videos, PowerPoint presentations and refugee stories to help raise awareness and understanding of the refugee crisis, both for the UK but also elsewhere.

Link: <https://cityofsanctuary.org/resources/raising-awareness/talks/>

## **Global Link digital stories**

Digital stories (1-3 minute) films produced by refugees in the UK, Italy, Hungary and Germany.

Available at: <http://www.globallink.org.uk/page.php?id=298>

## **Refugee Week website**

A site with lists of organisations and individuals around the country that run Refugee Week events and useful educational resources.

Link: <http://refugeeweeek.org.uk/info-centre/educational-resources/>

## **Amnesty International**

A website with lists of educational videos. Fiction available relating to refugees/migration broken down by region and Key Stage. It also has a facts and myths section about refugees and contains documents & images relating to all the 'famous' refugees who have contributed to UK society, culture and economy. A complete lesson plan with 8 activities explaining basic concepts like refugee, IDP and asylum seeker is available on the following

Link: <https://www.amnesty.org/en/latest/education/2015/10/8-educational-resources-to-better-understand-the-refugee-crisis/>

## **United Nations Commissioner for Refugees (UNHCR)**

A website with a range of resources for young people both in and out of school. All of the resources are in English, but some exist in the different languages.

Below are some of the activities and links you will find on the UNCHR website:

### **Passages**

An awareness game putting players through the experience of refugees.

Link: <http://www.unhcr.org/uk/passages-game.html>

### **Not Just Numbers Toolkit**

Lesson plans, learning activities, video and photo exercises.

Link: <http://www.unhcr.org/uk/not-just-numbers.html>

### **Balloon Game**

Short and fun game to raise awareness of the problems refugees must juggle with in a new land.

Link: <http://www.unhcr.org/uk/the-balloon-game.html>

### **Against All Odds**

An on-line game putting the player through the experience of fleeing a country and making a dangerous journey to safety.

Link: <http://www.unhcr.org/uk/against-all-odds.html>

### **UNHCR Global Trends report**

UNHCR's main yearly report containing the latest facts and figures on refugees, asylum-seekers, migrants and other persons of concern.

Link: <http://www.unhcr.org/globaltrends2016/>

### **They Came Because They Had To package**

A lesson plan by Amnesty International with some class activities explaining basic concepts with examples drawn from a refugee story and the story of famous refugees.

Link: <http://www.unhcr.org/uk/they-came-because-they-had-to-package.html>

**My Dreams for the Future**

My Dreams for the Future is a downloadable book based around the drawings and stories of Congolese refugee children in Burundi by UNHCR.

Link: <http://www.unhcr.org/uk/my-dreams-for-the-future.html>

**Dadaab Stories**

Dadaab Stories is a multimedia platform containing a large collection of stories and films from Dadaab Refugee camp in Kenya, home to hundreds of thousands, mostly, Somali refugees.

Link: <http://www.unhcr.org/uk/dadaab-stories.html>

**Meet the Somalis**

Meet the Somalis is a collection of 14 illustrated stories depicting the real life experiences of Somalis in seven cities in Europe.

Link: <http://www.unhcr.org/uk/meet-the-somalis.html>

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## Films and video materials

**A Life on Hold – 7 min**

Suitable for young people aged 12-15 and 15-18.

Link: [https://www.youtube.com/watch?v=YIJ\\_ox1q6l8&feature=youtu.be](https://www.youtube.com/watch?v=YIJ_ox1q6l8&feature=youtu.be)

**Rain is Beautiful – 8 min**

Suitable for young people aged 12-15 and 15-18.

Link: <https://vimeo.com/47612730>

**Seven free short films about refugees**

These films are included in Amnesty International's list of seven recommended films on refugees.

Link: <https://www.amnesty.org/en/latest/education/2016/03/seven-free-short-films-about-refugees-recommended-by-human-rights-educators/>

**BBC series of refugee films**

The BBC has produced five moving films. All are suitable for young people aged 9 to 12.

Link: <http://www.unhcr.org/uk/seeking-refuge-animation-film-series.html>

**Navid's story** (Kurdish refugee from Iran)

Link: <https://www.bbc.co.uk/programmes/p00vdxny>

**Rachel's story** (refugee from a country in South Asia after being persecuted for her religion)

Link: <https://www.bbc.co.uk/programmes/p00vdxpo>

**Juliane's journey from Zimbabwe**

Link: <https://www.bbc.co.uk/programmes/p00vdxr9>

**Hamid's journey from Eritrea**

Link: <https://www.bbc.co.uk/programmes/p00vdxrk>

**Ali's journey from Afghanistan**

Link: <https://www.bbc.co.uk/programmes/p00vc149>

**Videos by/for UNCHR**

These are 7 videos produced by/for UNHCR in different countries.

Link: <http://innovation.unhcr.org/7-videos-guaranteed-to-change-the-way-you-see-refugees/>

**Red Cross teaching activities**

A range of teaching activities eg a primary school resource which links Princess Elizabeth's radio broadcast in 1940 with the flight of children refugees in the world today.

Link: <http://www.redcross.org.uk/Tags/Refugees-?cts=teachingresources>



### **Oxfam educational resources**

Visual arts, writing, performance and music lesson activities relating to refugee issues. Includes a fantasy-style film animation of Carly, a refugee.

Link: <https://www.oxfam.org.uk/education/resources>

<http://www.tracesproject.org/learning-activities/>

### **Refugee voices**

A website with refugee stories, actions and information about the topic. Contains written stories of refugees from all around the world.

Link: [http://www.refugee-action.org.uk/refugee\\_voices](http://www.refugee-action.org.uk/refugee_voices)

### **Geographical Association**

Useful teaching resources about refugees and migration.

Link: <http://www.geography.org.uk/resources/refugeesandmigration/>

### **Global Learning Programme**

A range of documents, lesson plans and articles to help teachers in the UK teach about migration and refugees.

Link: <http://glp.globaldimension.org.uk/pages/10756>

### **Refugee Council**

Facts and statistics about refugees, primarily in the UK.

Link: <https://www.refugeecouncil.org.uk/>

### **Right to Remain Toolkit**

A guide to the UK immigration and asylum system. It gives an overview of the legal system and procedures, with detailed information on rights and options at key stages, and actions you can take in support of your claim, or to help someone else.

Link: <https://righttoremain.org.uk/toolkit/index.html>

### **Youth for Human Rights**

A webpage with free materials and lessons.

Link: <https://www.youthforhumanrights.org/educators/downloads.html>

### **Resources for Faith Organisations (churches) raising awareness of refugee issues**

Offering hospitality to strangers is a common requirement of many different faith traditions. All religions teach a form of the Golden Rule (treat others as you would wish to be treated) and that there is an inherent value and dignity to every human being – and that our common humanity transcends national, racial, cultural or linguistic barriers.

Link: <https://ctbi.org.uk/how-the-churches-are-responding-to-the-refugee-crisis/>

### **Scottish faiths action for refugees**

A dedicated website to Christian responses to the refugee crisis, which is available here:

[http://www.churchofscotland.org.uk/speak\\_out/our\\_other\\_work/scottish\\_faiths\\_action\\_for\\_refugees](http://www.churchofscotland.org.uk/speak_out/our_other_work/scottish_faiths_action_for_refugees).

### **Christian Aid**

This is a Church of Scotland project working with communities from all other Faiths to support refugees in Scotland.

Link: <http://www.eauk.org/church/resources/help-refugees.cfm>

### **If you would you like to get involved in welcoming refugees to the UK, this is the site:**

<https://www.christianaid.org.uk/emergencies/refugee-crisis-church-resources>.

### **Worship resources for churches**

A website that includes worship resources for churches addressing the refugee crisis.

Link: <https://www.christianaid.org.uk/emergencies/refugee-crisis>



**Living It**

A website that looks at Christian Aid's response to the refugee crisis. Living It is a ready to use resource for youth leaders - providing material for an entire youth group session.

Link: <http://learn.christianaid.org.uk/YouthLeaderResources/LivingItrefugees.aspx>

**CAFOD (Catholic Association for Overseas Development)**

Resources (film, PowerPoint and lesson plans and activities) on the refugee crisis to help children learn, pray and take action for refugees.

Link: <https://cafod.org.uk/Education/Primary-schools/Refugee-resources>

**Zakat Foundation**

An organization that funds Muslim people in need including refugees in the UK.

Link: <https://www.nzf.org.uk/Apply/Eligibility>

**Support Refugees page**

A Jewish response to the refugee crisis.

Link: <https://www.supportrefugees.org.uk/>

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## CAMPAIGNS – POLICY - websites

**Citizens UK**

A community organisation campaigning to support the settlement of refugees in the UK.

Link: [http://www.citizensuk.org/save\\_lives\\_by\\_helping\\_resettle\\_refugees](http://www.citizensuk.org/save_lives_by_helping_resettle_refugees).

**Churches' commission for migrants in Europe**

CCME is an ecumenical organisation that serves the churches in their commitment to promote the vision of an inclusive community through advocating for an adequate policy for migrants, refugees and minority groups at European and national level.

Link: <http://www.ccme.be/> and <http://www.refugee-action.org.uk/>

**SEA EYE - Search. Rescue. Save.**

An organization that signed the Code of Conduct with Italian authority on rescue mission.

Link: <http://sea-eye.org/en/sea-eye-signed-the-code-of-conduct/>

**ORAM**

ORAM's mission is to enable the international community to protect exceptionally vulnerable refugees and asylum seekers. To this end, we are dedicated to delivering innovative tools, cutting-edge research and empirically-based assessment programs for refugee professionals around the world.

Link: <http://oramrefugee.org/>.

**ILGA EUROPE**

A website on why it is important to work on asylum for LGBTI people in Europe.

Link: <https://www.ilga-europe.org/what-we-do/our-advocacy-work/asylum-europe>

**Petitions you can sign in support of refugees:****#withrefugees**

Link: <http://www.unhcr.org/withrefugees/petition/>

**#standwithrefugees**

Link: <https://www.amnesty.org/en/latest/campaigns/2016/05/stand-with-refugees/>

**#standasone**

Link: <https://www.oxfam.org/en/rights-crisis/stand-one-refugees-and-asylum-seekers>.





## APPENDIX 1: Persona Dolls activity – AHMED'S PERSONA

Ahmed Elh-hassan (the Persona Doll) is aged 7. He comes from Deraa in Syria. His father is a manager of a chain of shop selling mobile phones. He studied Business at university in London 20 years ago. His mother is a teacher, now housewife. He has 3 sisters: Fatima (10); Maryam (9) and Alia (4). Their Grandma lived with them, but was killed in 2012 when she was shopping in the market: a barrel bomb exploded and killed lots of people.

They lived in a big house with 5 bedrooms, a terrace and a garden with peach and apricot trees.

All kids attended school and pre-school. But in 2014 the school was destroyed by another barrel bomb (thankfully it was a public holiday so no children were in school).

Family escaped in 2014, taking a bus to Jordan, to the world's largest refugee camp. There they lived in a tent, on rations from UNHCR (oil, bread, salt and beans). No school at the time, or work. Everyone bored and stressed.

After a year there is no end to the war in sight. Father decides to make his way to the UK to seek asylum. He has friends here from his university days. He flies to Turkey and takes boat to Greece. He pays for a false passport, which enables him to fly to the UK.

Here after 6 months he receives Leave to Remain and brings his family over. They have just arrived and Ahmed is very anxious about starting school.

Ahmed has some questions for you such as: What is school like? What do you eat for lunch? Where do you go after school? What hobbies do you have? What do you do in your free time?

Pictures required for this session

- Syrian town before and after the war
- Zaatari refugee camp
- UNHCR ration trucks
- Refugee boat on Mediterranean

## APPENDIX 2: Workshop with young people& adults lesson/activity plan

Aim: To increase understanding of, and empathy for, refugees

Age group: 8 - Adults

TIME NEEDED	ACTIVITY	RESOURCES REQUIRED
5 minutes	Facilitator introduces session, then asks children to 'Stand up if you know a refugee...' 'Stand up if you know someone from another country...' 'Stand up if anyone in your family was born in another country...' 'Stand up if you have ever travelled to another country...' 'Stand up if you would like to travel to another country...'	Facilitator
5 minutes	Can anyone tell me 'why do people move?' Ask children for reasons and list them under the columns. Explain that people who are forced to move are usually refugees and people who choose to (for work, study, love) are usually migrants	Blackboard/paper with 2 columns 'forced to move' and 'choose to move'
5 minutes	Value Line Facilitator asks children to stand along a line with YES at one end and NO at another end. Children find a place along the line in response to statements such as 'The UK should take in more refugees.'	
10	Myth-busting QUIZ to test knowledge of refugee issues	
20	Introduce refugee speaker or show films of refugees telling their stories Allow for questions	QUIZ
10	Evaluation eg. If the refugee speakers' daughter was starting in your school next week, what message would you like to give her....write on these leave and hang on a tree	FILMS REFUGEE SPEAKER



## APPENDIX 3: Workshop with young children lesson/activity plan

Aim: To increase understanding of, and empathy for, refugees

Age group: 3-5

TIME NEEDED	ACTIVITY	RESOURCES REQUIRED
5 minutes	Facilitator introduces session, then asks children to 'Stand up if you know a refugee...' 'Stand up if you know someone from another country...' 'Stand up if anyone in your family was born in another country...' 'Stand up if you have ever travelled to another country...' 'Stand up if you would like to travel to another country...'	Facilitator
10 mins	Allow the children individually to close their eyes, take something out of the rucksack and try and guess what it is, describing what it feels like. Ask all the children: What is it? What could you do with it? Who do you think would use it? Do you have anything like it?  Then when all things are laid out, asks the children what connects all these things? [TRAVEL]	A 'FEELY BAG' or a rucksack full of things one might travel with if one was not returning home: ID/passport; money; phone; jumper; photos; first aid kit; bread; bottle of water; religious book
5 minutes	Can anyone tell me 'why do people move?' Ask children for reasons and list them under the columns. Explain that people who are forced to move are usually refugees and people who choose to (for work, study, love) are usually migrants	Blackboard/paper with 2 columns 'forced to move' and 'choose to move'
20 mins	Introduce refugee speaker or Persona Doll They tell their story Allow for questions	REFUGEE SPEAKER or PERSONA DOLL
10 mins	Evaluation eg. If the refugee speakers' daughter was starting in your school next week, what message would you like to give her....write on these leave and hang on a tree (ask the facilitator to help)	Paper leaves to hang on a tree
10 mins	If the refugee speaker writes Arabic, teach the children how to write WELCOME in Arabic	



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