



# **The Role of Media on the Road to Social Inclusion of Young Refugees: Hearing the Voices of Young Refugees in Europe**

Report of the study session held by  
Voices of Young Refugees in Europe (VYRE)  
in co-operation with  
the European Youth Centre of the Council of Europe

European Youth Centre Strasbourg  
4 - 12 March 2012



This report gives an account of various aspects of the study session. It has been produced by and is the responsibility of the educational team of the study session. It does not represent the official point of view of the Council of Europe.



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## Acknowledgements

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## **Executive summary**

**“The role of media on the road to social inclusion of young refugees: hearing the voices of young refugees in Europe”** was the third study session of the Voices of Young Refugees in Europe (VYRE) network. VYRE was launched in February 2008 during an international meeting co-funded by the European Youth Foundation and UNHCR, in Budapest, entitled “Raising the voices of young refugees: a step forward to organise ourselves”.

This year’s topic arose after the last study session, „Enhanced Access to Social Rights – VYRE’s contribution and role in young refugees’ integration“ (held in the European Youth Centre in Strasbourg in 2011) in which the influence of media was recognised as being an important contemporary factor in facilitating and improving the social inclusion of young refugees.

During the study session, participants discussed the ways in which media can be used to produce an effective positive change within host communities and for the lives of young refugees, particularly by changing misconceptions and negative stereotypes. Throughout the week spent in Strasbourg, participants identified the factors that hinder social inclusion, learnt about strengths and weaknesses of traditional media and how (social) media can be used in an influential manner for positive change. The study session used the tools of non-formal education and intercultural learning, as the said have proven to be educationally conducive to the aims and purposes of VYRE.

The study session helped realise the importance of creative ways of expression and social media as a tool for raising young refugees’ voices. In order to overcome the barriers presented by language and different social norms on the way of social inclusion of young refugees, a combination of artistic expression and social media can provide a vital medium for refugee youth to express themselves and to share their stories.

Furthermore, this study session was of a crucial importance for VYRE as a network, to gain new members, but also to define its mission and short and long-term goals according to its members’ needs.

## **Introduction**

The fundamental aim of the VYRE network is “to positively change the lives of young refugees/exiles through unifying our voices in order to influence policy change at national and European level and to realise our equal human rights and dignity”.

This study session aimed at pointing out the impact media can have on social inclusion of young refugees and to explore ways in which it can be used in order to improve social inclusion of young refugees at grassroots level in host communities.

The objectives of the study session were:

- To identify concrete examples and barriers showing how media can limit/support successful social inclusion of young refugees
- To challenge stereotypes and misconceptions about refugee youth at grassroots level, using media
- To explore the opportunities that social media offers and encourage young refugees to use it as a tool to bring positive change to their communities
- To encourage and support participants to start concrete activities using social media at local level and within the VYRE network in order to get their voices heard
- To find out how traditional and social media interlink and how this can contribute to the social inclusion of young refugees.

These objectives were strongly related to the Youth Department's objective on social inclusion of young people, with a particular focus on young refugees and asylum seekers. It also involved the priorities on human rights and democracy.

Participants were from varied backgrounds, which included refugees, internally displaced people and asylum seekers, as well as journalists and young professionals who work with the mentioned groups and have a keen interest in social media and its influence on social inclusion of the mentioned groups. Participants were aged 18-35 and, apart from one of them, all were residents of the Council of Europe member states. Yet, in many cases, due to the migration background, the country of residence varied from the country of origin and participants in fact were also representatives of countries such as Cameroon, Somalia, Iran, Afghanistan, Bhutan, South Sudan, Liberia and many others.

The application was open to VYRE members as well as to new participants interested in working with refugees and sharing common goals. The organising team has tried to make a balance between the previous and new participants, as well as between participants with refugee background and professionals. The selection of the participants also took into consideration gender, age and geographical balance of applicants. All the participants were enthusiastic young people, willing to bring a change in their home communities and to contribute to the better future of young refugees and the VYRE network.

## **Main outcomes of the study session**

### ***Recommendations on issues that require particular attention***

- With the network now being part of the Advisory Council on Youth of the Council of Europe, it is crucial to formalise the network as soon as possible to ensure transparency and a possibility to get involved in the network's policy work for all members. At the same time, it is crucial to underline the importance of accessibility (when it comes to language barriers and schooling background) for our target group in all structures where the network is represented.
- In the process of formalisation it is also important not to lose the informal (non-formal) nature of the network.
- It is also recommended to finalise VYRE's Internet platform restructuring, that initially started prior to and gained momentum during the study session. If needed, a project proposal should be written to finance this vital tool development.
- In line with our commitment to the issue of accessibility for our target group, we should organise a study session in 2013, where artistic expression will be explored as a way to reach a broader base of individuals that might not be comfortable with written or spoken communication. As well as exploring the medium of art as a tool to raise and spread our voices.
- It is also recommended to create an online blog to follow up the project proposals that were developed during the session.

### ***Main results for VYRE***

This study session was of a special importance for VYRE for various reasons. Primarily, it took place just when the VYRE board members were dealing with the registration of VYRE as an official network, setting up of internal regulations, as well as with the exchange of generations within the network. The study session enabled VYRE board members to meet and discuss short and long term priorities and to work on developing the action plan for the near future. With the network now being a part of the Advisory Council on Youth of the Council of Europe, it is crucial to formalise the network as soon as possible to ensure transparency and a possibility to get involved in the network's policy work for all members.

One of the special guests invited to the study session was Milena Karišik, one of the founders of VYRE, who also used this chance to present VYRE's work to the participants and to encourage them to start concrete activities using social media at local level and within the VYRE network in order to get their voices heard. This was strongly connected with the last part of the study session, in which participants developed their follow-up activities, as Milena opened the space for them to connect their ideas with the VYRE network. VYRE is currently discussing conditions under which the local projects will be approved to be realised under its name, but the first proposals have already arrived and they present a big step forward for the network.

Secondly, through this study session VYRE's members learnt better how to use social media as a tool for raising young refugees' voices. Social media presents a vital medium for refugee youth to express themselves and to share their stories. The accessibility of our programmes and activities to our target group is one of the main challenges of our network and social media is one important tool for us to use. Practically, due to this study session, we have had

the chance to create an Internet platform/presence that will facilitate our network's daily work. Also, as the result of some participants' efforts, VYRE's official webpage has been restructured and modernised, the official VYRE Twitter account increased its followers, including famous singer Irma. If needed, a project proposal should be written to finance development of VYRE's internet platform, which is a vital tool for our network.

### ***Main learning points for participants***

Through discussions, as well as contributions of guest speakers, participants identified that the role of the traditional media in our daily lives is diminishing. Its place is rapidly taken by social media which offer immense opportunities for ordinary public to create content and to share information. Social media makes easier to share and gather information.

Participants also had a chance to understand the limitation of the traditional media. It was identified that depending on source and perspectives the same story can be aired very differently in the media. However, social media offers us an exclusive opportunity to share with our part of the story and raise our voice.

Inspired by guest speakers and stories heard from each other, participants noted the importance of making their voices heard. Sharing stories and realities using social media tools was stressed as an important way for improving social inclusion of refugee youth and challenging misconceptions. As a result of this, a number of videos featuring stories about participants' lives were shot and soon will be shared through social media and the VYRE webpage within the framework of iVoice initiative.

Participants also increased their awareness on good practices that help improve the social inclusion of young refugees. Good examples of creative approaches to the issue inspired number of them to conduct initiatives in their local communities.

They also improved their capacities in using social media tools such as Twitter, Facebook, YouTube, blogging, LinkedIn etc. for advocacy, spreading information and raising their voices. By the end of the study session, the majority of participants was using Twitter regularly and had insights to creating and managing blogs.

Through the presentations by guest speakers and experts, participants learned about opportunities of funding for their ideas and projects, as well as possible collaborations with the VYRE network. Participants were aware of the tools for developing and funding their ideas and can independently and in cooperation with VYRE implement youth projects.

### ***Description of projects developed by participants during the study session***

- CONNECTION CHILDREN (to be realised in Austria) - the aim of Connection Children is to make a long term exchange between children from an Austrian high school and an Afghan high school with the goal of multicultural learning. Further aim is to encourage the Austrian pupils to donate school utensils for Afghan pupils.
- REFUGEE MUSIC FESTIVAL AND MOCK DETENTION CENTER IN LOCAL MALL (to be realised in the United Kingdom) - the plan is to organise a music festival, containing poetry and art elements, involving local musicians from migrant and refugee backgrounds, including Kurdish folk musicians, West African Artists and North African Poets. The idea is to showcase various talents in a party atmosphere for local people to



enjoy music, poetry and food in a fun environment whilst learning something about migrant communities.

The idea of the mock detention center is to simulate a detention centre environment to local people in the city centre in order to show how hard it is for people to exercise their right to seek asylum, since many people risk deportation. Awareness should be raised that detention is not something easy and infringes many aspects of human rights, including freedom of movement. By doing this in the city centre, the idea is to get everyday people to think about the issues asylum-seekers and migrants face, particularly whilst in detention. The idea is to follow this with above mentioned music festival to lighten the mood.

- **SATURDAY SCHOOL SEMINAR ON HUMAN RIGHTS AND DEMOCRACY** - The Nile Youth in collaboration with a partner organisation will deliver a debate to raise human rights issues affecting young migrants in Europe as a mean to engage young people in understanding human rights, democracy and its roles in shaping their lives and surroundings. Research shows that only 7% of young people who have finished school education, training and employment knew that they could access services to help them. As high as 73% is reported to have tried to obtain advice, failed and ended up having to handle their problems alone. Young people between the age of 18-30, women of migrant background and guardians of migrant communities who may wish to contribute are the target group of the project.
- **CAMPAIGN FOR REFUGEE EDUCATION** (Sweden, France, Romania) - The aim of this project is to develop a social network-like website for connecting refugees with other online volunteers from Europe eager to help them with information, language training, small donations, etc. The idea is to help young refugees communicate with the rest of the society and give them a place where to ask for help. The website will connect individuals from different European countries, both refugees and asylum-seekers, on one side, and native youth, on the other side.
- **ORGANISE YOUR PROJECT!** (the Netherlands) - A pilot project of organising training for young refugees in the Netherlands with regards to how to write a business plan and how to ask for funds for individual projects.
- **SPORTS TOURNAMENT FOR REFUGEE YOUTH** (France) - A sports tournament between the young refugees and local youth with the aim to get to know each other and to raise awareness about the difficult situation of young refugees in France. Additionally, it might be followed by different debates in Paris. This could be a welcome change for the young refugees who have never been very far away from their refugee camp since they have entered France.
- **FIGHT AGAINST TRIBALISM** (Sweden) - The so called 'Anti-Tribalism Movement' already exists and is a revolutionary youth led non-profit social reform movement. As a next step an international exchange should happen. The aims of the various projects are to: educate the community about the negative impact of tribalism on our community, eradicate tribalism, inspire a new generation to make positive changes, unite against tribalism, promote tolerance through diversity, and build a positive image in within our society. The members include young people who have experienced the effects of tribalism and its disadvantages in society.

- REFUGEE WEEK RADIO SHOW (Italy, Greece, Sweden, Slovenia and the United Kingdom) - A daily one hour radio show during the refugee week which will include refugee/asylum monologues, poetry, songs and interviews with local refugees/refugee workers. The show will also have a 'Refugees got Talent' slot every day where someone from a refugee or asylum seeker background will sing, play instruments or recite poetry etc. Voters can then ring and text on the final day to choose who their winner is.
- PHOTOSTORIES OF REFUGEES AND ASYLUM-SEEKERS (Czech Republic) - The idea is to take photographs of asylum seekers during the time of asylum procedure in one of refugee camps in the Czech Republic and to show public what their lives look like. The photo exhibition would be followed by life stories of refugees. Later, the exhibition could be used in schools as an educational material, at various multicultural events etc.
- PEER EDUCATION (Czech Republic, Romania and Belgium) - The aim of this project is to establish a network between young volunteers across Europe who are willing to help those in distress. These 'Heroes' are supposed to be natives of the countries they reside in or to have a great deal of knowledge about the country. The project provides a platform where those in need can post from anywhere in Europe their questions or their appeal for help. Those who know how the system in the country of residence of the young refugee works can offer some help.
- REFUPUB (Czech Republic) - The idea is to gather active young refugees, immigrants and all interested people in informal space to interact together, speak about a certain topic and simply spend time together. The events should take place in appropriate spaces in different towns. Meetings will be organised regularly every month. There will be certain topics given but the emphasis will be given to free informal interaction.
- CHANGING IMAGES IN THE MEDIA THROUGH AN ONLINE RADIO SHOW ABOUT REFUGEES (Italy) - The idea is to give refugees the chance to raise their voice through an online radio show, where they can share their stories, information about their living conditions in refugee camps and everything else which bothers them. An additional idea is to record the narrators with a webcam and to stream these short movies.
- SPORT WEEK FOR YOUNG REFUGEES AND ASYLUM SEEKERS (Finland) - During summer 2012, there will be organised a week of sport activity for young refugees and asylum-seekers in order to introduce to them local sport clubs where they can practice or get to know new hobbies. The aim of the project is to get these young people out of their homes and introduce them different kind of sport activities which are available for them as well as for the other citizens of Finland. In addition, they will be at least a step closer to social inclusion.
- LAPUA HAND IN HAND (Sweden) - Young refugees with a longer duration of stay in Sweden are helping young refugees who have recently received the PUT (permanent residence style position) and are on their own by organising activities for them, helping with homework, talking about problems and especially giving advice, pointing to rules, norms, etc. The small costs are supposed to be covered from the 'older' refugees' pocket.
- SOCIAL INCLUSION WORKSHOP FOR CHILDREN (United Kingdom) - The aim is to enhance social inclusion through interaction between young refugees who live in the

collective centre and young local people. The idea is to be displaced from the everyday environment in a new where there will be interacted through workshops, skills sharing, games, etc.

- MEETING WITH LOCAL PEOPLE AND REFUGEES (Great Britain, Belarus, Sweden)
  - The aim is to organise a two or three-day long participation workshop where local children and children with refugee background have the possibility to get to know each other, to lose their fear of each other and to fight stereotypes. The venue should be in the nature, where many activities are possible without spending much money.

### ***Recommendations for the Council of Europe***

VYRE welcomes the new initiative of the Council of Europe on "Young People Combating Hate Speech Online" as an important step further to fight against discrimination. As one of the most vulnerable and often marginalized groups, refugee youth face discrimination and stigma every day on different level, including online. Therefore, we would like to recommend including refugee youth and persons working with them to the planning, implementation and evaluation of the new initiative.

During the study session, discussions among participants and members of the organisation helped to identify that the successful inclusion of young refugees lies not only through their acceptance by the community, but also young refugees' ability to express their voice and to contribute to the overall development of the community. Unfortunately, not speaking the language and being unfamiliar with the new culture, refugee youth often find it very difficult to express themselves. Therefore, VYRE strongly recommends promoting alternative ways of expression, such as artistic expression as a tool for future study sessions, trainings and other events organised by the Council of Europe.

## **Follow-up activities**

The above-mentioned projects and action plans were developed individually or in groups. This will be documented on the blog that will be created for this purpose. The next action will be to organise a future study session of the network. A group of 5 participants/members are working on this study session. At the same time we are registering the network in France to formalise the network and elections for the board will be held in 2012.

As mentioned before, it is crucial to create a strong and coherent presence on the Internet through social media, this process has already started.

As a member of the Advisory Council on Youth, VYRE now also has political power to advocate for change on policy level. During the upcoming years our network will contribute to the improving access of our members in policy decisions within the Council of Europe. A strategy for this work is being developed at the moment.

Also, usual communication and exchange of information will be continued within the network and between the network and other relevant NGOs and institutions, as well as with Council of Europe and the UNHCR.

The network members will be encouraged to use the opportunities offered by the youth sector to improve skills and gain more knowledge on the issues raised in this study session and within other relevant fields.

We strongly support the initiative of the Council of Europe on fighting against hate speech on the Internet. The VYRE is willing to promote and support the initiative in any possible ways and is urging the Council of Europe to work closely with marginalised groups, including young refugees throughout the project, since these groups are one of the main targets of the hate speech.

The VYRE strongly recommends that the marginalised groups such as young refugees shall be involved and included into decision-making process. Representation of such groups in decision-making level will give an opportunity to understand and to deliver their concerns. Only by their participation, effective policies and strategies can be developed.

## **Programme flow**

**4 March 2012**

### **Arrival of participants and welcome evening**

Participants arrived to the Youth Centre between 10am and 12pm. At 8 pm we organised a welcome evening whose aim was to give participants the possibility to get to know each other and to lose their fear of being a stranger among others. For that purpose team members had prepared three introducing-games.

**5 March 2012**

### **Trust building and group building**

The study session started with a series of trust building and group building activities to create an environment of trust and friendship for the upcoming week. Various activities with the [parachute](#) were applied to introduce the trust building and create the team spirit.

The exercise aimed at facilitating participants to realise what trust was, what supported it or conversely, prevented from. Although, in the beginning, participants were not successful in completing assignments, which could be done only through group work, they soon understand the importance of communication and participation. It was mentioned during the discussions that by listening and communicating ideas to everyone they were able successfully complete the exercise and this was very similar to the real life. It came up as one of the conclusions from the exercise that not all the people are equal in exercising rights. It was a good lesson on how people feel in different situations.

As a result of discussions after the exercise participants noted that participation and inclusion of all members of the society in decision making process is very important for the individuals to feel part of the community.

### **Hopes, Fears and Expectations (HFE)**

Following trust building discussions on challenges and obstacles in ensuring trust among the group, participants shared their hopes, fears and expectations. Gathered in different boxes the HFEs were posted on the wall of the plenary room creating the HFE Corner. Participants were asked to read and discuss hopes, fears and expectations.

Among **hopes** partnership, safe and friendly environment, opportunity for improving ourselves, a good management of time during the study session and increasing knowledge about ways to improve social inclusion of young refugees were mentioned more often. Participants also expressed their desire to learn more about VYRE and social media.

**Fears** expressed by participants included not being understood, not being able to express one's ideas, isolation, not being able to make significant change etc. The main concern of participants which was mentioned more than any other was no meaningful follow-up or not practising what had been learnt. Most of participants also noted this during the discussions saying that they wanted to transfer skills and experience gained during study session to their communities and local realities.

Ideas about the realisation of concrete projects, social inclusion models, learning from experiences, new ideas and perspectives were mentioned as **expectations** of participants. Moreover, facilitators were expected to be very sensitive and professional, and social media appeared number of times among the expectations.

Hopes, fears and expectations were displayed on the wall where everyone could look at them throughout the study session and take off if expectations were fulfilled and fears disappeared. At the end of the study session, when all participants were asked to look at their hopes, fears and expectations and to remove if they were no longer valid, all expectations and fears were removed from the wall.

After reviewing the hopes, fears and expectations, which were written down anonymously, facilitators tried to accommodate and meet expectations and hopes while avoiding the fears becoming reality for participants during the study session.

### **Welcome space**

This presented the first *official* session of the study session. We decided to introduce participants to the weekly programme in an informal way, which would also motivate them to be actors of their own learning. For the purpose of this session, the plenary room was turned into the „Welcome space“. In the middle of the room we installed an ‘Info-Point’ – a chart that was saying: “Welcome in this Space. It is for you and your curiosity to explore. We encourage you to use it to find out what will happen in the next week, to get to know new people and to start discussing the topics of our study session. You have at your disposal many different spaces...The team is here to help you. But it’s all up to you and your initiative! Enjoy! “

We organised six different stands where participants could go to. At each stand there was one facilitator, ready to provide information and answer questions of participants. There was a **Programme Flow Space** where the programme was displayed on a wall as a river flow, fish, boats, fishermen, etc. symbolising the flow of the programme, together with the study session’s objectives, indicating how different programme elements are designed to support achieving those objectives.

The second space was reserved for the **Council of Europe Quiz**. Participants had to make teams and come in groups to compete against each other. The quiz was organised in a „Who wants to be a millionaire“ manner, with 4 possible answers, but only one correct. After each question the facilitator was providing additional information. At the end the winning team was given promotional Council of Europe objects.

The third space was the **VYRE corner**, organised in the same manner as the previous one. In the past years, the majority of participants had complaints about not knowing enough about VYRE until the last day. Therefore, we decided to organise a quiz and let them learn about the organisation, its history and believes.

Another corner was reserved for presentation of **I-Voice** project in which one of our facilitators was actively involved. It is an integration project for younger newly arrived migrants, aiming to actively engage the target group. The core of the project is to build capacity and empower the target group so that they can organise themselves and create an organisational structure that can take part in discussion on improving the reception and introduction policies directed to young migrants. One of the

aspects is also the cooperation with VYRE. Here participants could obtain the information about the project and possibilities of getting involved in it.

We also had a **TED corner**, where participants were introduced to our **daily TEDS**: a possibility to shoot short videos in which they could share their story, their experience and raise their voice. Videos would be available online on the VYRE website during and after the study session.

Finally, there was a **Talent corner**, where participants could think of what they could bring to the session and share with the others to make the study session successful.

Participants were free to decide which stands to visit and how much time to spend in each of them. The Welcome space helped them understand better what was waiting for them during the week and get involved in optional activities that were offered, such as TED or I-Voice. This session enabled participants to understand the overall frame of the session by taking an active role in their learning. They were invited to responsibly look for the information needed, which was also going to be the overall approach of the study session.

### **The image of refugees in media. Sharing realities**

After participants got to know each other better in the morning and after they went through the Welcome space, getting familiar with the topics presented, we moved to the first activity directly related to the topic of the study session. Prior to their arrival to Strasbourg, participants were asked to search for videos, broadsheet, tabloid newspapers, magazines, scientific journals, their organisations' bulletins and other media from their countries (in English or any other language), in which refugees were presented, and to bring them to the study session, where they could share it with the other participants. Those articles were used in this session, which aim was to find out what is a typical picture of a young refugee in media today and what impact on refugee lives it has.

In this exercise participants were split into working groups and had a task to create a collage presenting an image of refugees emerging from the media. In small groups, participants discussed how the image of refugees varies from country to country, what are the common points and what are the differences. They explored how refugees and refugee issues were presented in a different manner, depending on the type of media. Participants also discussed if the recent media coverage of refugees encouraged negative attitudes towards these groups within society and what are the consequences and challenges emerging from the image of refugees in media. After their collages were ready, we all got back to the plenary room and participants presented their conclusions to the other groups.

The variety of the information, as well as the common points present in the created collages, were an interesting starting point for the discussion that followed. The image of refugees that emerged from the media mostly upset the participants, who agreed that the image does not correspond to the reality. What often could be concluded, according to the information provided in the media, is that refugees were poor dirty terrorists, presenting damage to social systems. They were described as those who steal jobs from local people and who are often involved in criminal activities. According to the image in the media, refugees mostly come from big families, they are uneducated and present a threat to national security. The majority of articles including refugees refer to them as a burden to the society where they live. Participants also mentioned that, if the refugees appear in a good light, for example - if they win an important sports trophy - they are immediately seen as citizens of a country and their refugee label is often forgotten.

During the discussion, participants expressed their disappointment by the unfair image that emerges from the media, as well as by the fact that it is very rarely a refugee telling a story. After the participants have realised the important role of the media in shaping the public opinion and how it affects the inclusion of refugees into the society, we discussed the possibilities of using the words as tools for the integration instead of weapons and how each of us could contribute to changing this image. This session presented a good introduction for the next day, where traditional media, media bias and social media were explored.

### **Evening session - Laughter yoga**

The Laughter Yoga session was not mandatory, like all evening sessions. It had been provided for all participants who wanted to spend the evening within the group. Still more than half of the group participated. The goal of Laughter Yoga is to bring joy through laughter as a universal language without cultural barriers.

### **6 March 2012**

#### **Exclusion breakfast and social inclusion**

The second day of the study session started with the “Exclusion breakfast”, an activity that aimed at aiding participants to understand the challenges and problems of refugee youth.

Facilitators assumed the roles of Passport Controller, two Migration Officers, Police and Social Worker. Before having a breakfast in the kitchen of the facility, participants were given colourful passports. Passports had three colours, each colour presenting following privilege or restriction:

- Green passports had a stamp, which allowed a holder to enter the kitchen after being briefly inspected at the “passport office” which was set up in front of the kitchen entry.
- Yellow passport holders had to go to two different migration offices and get relevant permission before having breakfast.
- Red passports receivers were not allowed to enter the kitchen and were sent to different offices and were scrutinised.

Participants who received red passports were carefully selected by the facilitators beforehand based on observations and their backgrounds. Red passport holders included both refugees and non-refugee participants; however, the team did not choose participants who may have had similar experiences at some point of their life. Therefore, preference was given to non-refugee participants.

The activity lasted 45 minutes following which all participants (including those with red passports) were given time to have their breakfast. Due to sensitivity and the emotional context of the activity, over an hour was allocated to debriefing and sharing after the exclusion breakfast. During the debriefing, participants mentioned that such activities presented an excellent learning opportunity and allowed them to better understand social exclusion, although they felt emotionally very touched and admitted that it felt unfair and violent for some of them. Although participants realised that the activity was taking place in a safe, educational context, it still provoked strong feelings of exclusion and reminded some of them of real life situations.

One of the interesting outcomes of the activity noted by the facilitators was that some participants who received red passports and were denied breakfast on baseless grounds demonstrated protest and demanded their right to have a breakfast, while others agreed with the situation and were going from one office to another trying to fulfill sometime meaningless



requests from “officers/facilitators”. Another interesting fact was the lack of interest from green colour passport holders to the fate of other participants who were denied breakfast. They appeared reluctant to act and to share their food with their fellow participants. It was mentioned during the discussions after the activity that it is often hard to understand the challenges and problems that other people face without having experienced it personally.

One of the conclusions taken by participants was the fact that they are also representatives of their societies, and therefore young refugees play an important role, and have a strong responsibility, in using the media as a positive tool to raise people's awareness on such unfair situations and discriminative attitudes. Although racism will always exist, participants agreed that they need to act and use their activist roles to bring about change.

It should be noted that despite the exclusion breakfast proved to be very successful learning opportunity, such activities should be carefully planned and implemented, especially while working with such vulnerable groups as refugees. Comprehensive communication and immediate response strategies should be developed and planned by the facilitators. The activity should be carried out by experienced professionals and is not recommended for groups under 16.

Following the exclusion breakfast and detailed debriefing, participants were given information on **social inclusion**. The aim of this session was to identify the definition of social inclusion and to discuss with participants whether they are socially included or excluded in their societies and in which areas of life they feel socially included or excluded. The concepts of inclusion, integration, assimilation and cohesion were introduced, and participants were asked to reflect on which model fitted most in the reality of their host country. The definition of social cohesion as used within the Council of Europe was presented. Social cohesion was thus defined as “(...) *the capacity of a society to ensure the well-being of all its members, minimising disparities and avoiding marginalisation.*”

During the discussions it was mentioned that social inclusion is not just about having access to mainstream services – it is about *participation* in the community, as employees, students, volunteers, teachers, parents, residents - as active citizens. Anyone who deviates in any perceived way from the norm of a population may become subject to coarse or subtle forms of social exclusion. Young refugees are particularly vulnerable to social exclusion and often face the situation demonstrated during the exclusion breakfast.

In addition to the presentation and information on several theories about social inclusion, participants shared their experiences with the group and reflected on the situation of social inclusion in their communities.

During the discussions, participants noted that social inclusion is a two-way process and requires mutual efforts from both community and individuals. Young refugees should actively engage in their communities and the new media can be very effective means for doing so. Some participants shared their experiences using *Twitter* and *Facebook* to conduct and to participate in activities and events that foster the social inclusion of young refugees. One of the participants said that they were able to raise funds in an amount of 1,000 Pounds in one night by organising a cultural evening featuring various traditional dishes made by refugee women and community members.

**Traditional media and media bias** was the next session, held both in the late morning and at the beginning of the afternoon. As it followed the session concerning the image of refugees in media, before starting the activity, we got back to the conclusion from the previous day where participants expressed their will to be the ones who write about refugees in the media. In this

session participants explored the strengths and weaknesses of traditional media and critically analysed how/why different perspectives can lead to media bias.

For this activity, we divided participants into five groups of journalists, giving them a task to write a cover page about a video they will see, using the information they have. They were asked to try to stay objective and not involve their emotions while writing the cover page. Each group of journalists could choose a number (from 1 to 5) which represented a video that they had to write an article about. However, what participants did not know is that there was only one single video and they were all about to write the article about the same one (The battle for Attica Square in Greece: <http://www.youtube.com/watch?v=gPI9PW7ONIQ>). Also, each group had a different task - one had to represent refugees who happened to be at the Attica Square, the others represented local people who happened to be there; the third group wrote for an UNHCR bulletin, forth for a Greek local newspaper and the last one for BBC.

In the afternoon, we met in the plenary, where each group presented its article to the others. As expected, we had a possibility to see five different articles, containing pretty much opposite information, different images and contrary facts. Only after all the groups presented their articles they were played the video once again and only than they realised the video was the same for all. So where did all that information come from?

A long discussion followed and participants realised how hard it is sometimes to stay objective, and how often we are not even aware that our perception is determined by our feelings or by the information that we obtained sometime in the past about the subject. We also discussed how the language used in traditional media varied depending on the origin of the article (the UNHCR group was referring to migrants as to “asylum-seekers”, while the local people used the term “illegal migrants”; yet, both groups were talking about the same group of people) and how often labels are given to describe people, events and places. Furthermore, we discussed the information presented by the spokespeople for the issues: having all those articles containing different information, we could conclude that most of the spokespeople barely referred to what actually happened, but rather were trying to push forward the information useful for their institutions/organisations. However, most of the information was included in articles by the journalists, even though sometimes it had little or nothing to do with what the video was showing. There were photos included in the articles, with no information about their origin and often presenting something else than riots at the square seen in the video (for example - one group included a UNHCR refugee camp somewhere in Africa, claiming it was the only photo they actually had). It lead us to further discussion on reliability of information, lack of statistical facts and lack of experts involved in articles focused on such an important topic as migration.

Through this exercise, participants have learnt that media bias is not always caused consciously and that sometimes it is very difficult to define a border between bias and a personal opinion of the one telling the story. Participants, who previously were resentful at the journalists by the way they presented them in media, now learnt that in real life journalists often do not have the possibility to hear all the sides and have all the perspectives covered and that the information in the media very often presents only a part of the whole picture. They also gained knowledge on how to better recognise bias and when to search for additional information.

At the end of the session, we also spent some time discussing the strengths of traditional media, which still presents a form of media that reaches viewers and readers in huge numbers, and, most importantly, of all generations. No matter what its limitations are, it is still the media without which we would probably not have a complete picture of what is happening in

the world. One of the most important facts that were discussed with the participants was the superiority of traditional media over social media, when it comes to the reliability of the information provided: traditional media are not anonymous and they are bearing all the responsibility for the information provided; there are qualified professionals employed to present real issues to the audience, while the information provided in social media (for example blogs) is very often unverified.

### **How can arts bring change: input by Emanuel Jal (Afternoon session 2)**

The afternoon session, 'How Arts Bring Change' placed emphasis on social media as a positive tool for change, setting the atmosphere for the following activities. Guest speaker [Emmanuel Jal](#), a former child soldier turned into an internationally acclaimed rapper and peace activist joined the study session via Skype.

Participants were initially shown a ten-minute introductory video about Emmanuel Jal, his artistry and charity projects. Immediately after, his hit music video, 'We Want Peace', launched exclusively online (YouTube), and featuring appearances from the likes of Alicia Keys, George Clooney, Kofi Annan, and Richard Branson was played. The music video aptly named after his online peace awareness campaign gained momentum on social network sites such as Twitter and Facebook, thus raising Emmanuel's profile and taking his messages and campaign internationally without censoring, also reaching grassroots communities.

Rather than an input, this session was an exchange of questions and answers between participants and him. Firstly, Emmanuel answered to the question of how he uses social networks and the Internet in his work. He explained that for him those utilities present a positive resource to help him facilitate and implement positive change and raise awareness internationally, especially among youth. He also gave a concrete example of how he used modern communication technologies to reach his audience, which helped him to release his first single. Further, he shared with us his view on social and traditional media, highlighting the importance of social media as a powerful tool in getting the attention of still more prominent and powerful traditional media. He made participants reflect on the fact that although these tools were imperative for mass distribution, the most important factor in bringing social change is 'The people, their will and actions'. Emmanuel Jal also lead participants through a reflection on inspiration and how people like him, with his difficult past and his atypical life story, could use his current role and position to lobby and campaign for certain causes. Finally, he offered his official support to VYRE, proposing to be an Ambassador and to also help VYRE in lobbying or by spreading the name and communicating about VYRE's actions.

All in all, this session was extremely touching and inspirational for many participants who saw Emanuel Jal like an idol and a famous person. Talking to him made them realise that young refugees are very able to speak for themselves and also show a positive image in the media.

For many participants, after a tough start of the day with the exclusion breakfast, having the opportunity to speak to an "encouraging, committed and straight" artist as he is was very helpful and giving the whole programme of the day real sense.

**7 March 2012**

### **Exploring social media and sharing good practices**

The day started with exploring social media tools for social inclusion of young refugees.

Experts among participants, who were contacted and selected voluntarily before and during the study session, were given the opportunity to share their knowledge with other participants. Tuned with the spirit and aim of the study session, we tried to create an environment where all participants could learn from each other. Three experts delivered six workshops (each two times) on Twitter, LinkedIn and Blogging. In order to allow everyone to attend at least two workshops, each expert/participant presented twice.

**Twitter:** one of the participants who shared his experience of using Twitter for promoting of a cause with others mentioned several important tips for successful use of this social media tool. He noted that it is important to learn how to choose people to follow and read their tweets. It was also pointed out that posts need to offer people something, whether it is information or entertainment. And you can reply to other people's tweets, too, answering their questions or commenting on their ideas. He also added: *One of the most important tips to attract more followers and to be able to maintain them is to post relevant and interesting content. Your followers probably would not be interested in what kind of coffee or tea you prefer. If you choose to use twitter to promote a certain cause or organisation your posts must be relevant to the cause or the organisation's activity in order to keep your followers motivated.*

**Blogging:** another participant presented a session on how to start a blog and opportunities that blogging offers. During her practical session, participants learned how to start a blog, how to customise your blog and how to share your story with others using an online platform. The importance of this online tool for raising voices of young refugees was especially stressed by participants during discussions. Also, blogs offer their users an easily accessible and manageable platform to share our stories, interests and most importantly express themselves.

**LinkedIn:** the third session explained rules for using LinkedIn more powerfully to expand participants' professional networks and to meet potential future employers or employees. Along with developing better strategies to use this tool, the presenter shared practical tips such as posting your picture, making the best of the headline, remembering names using LinkedIn. Participants also practiced how to write concise, but rich summaries about themselves. It was also mentioned that it is important to post statuses and participate in group discussions taking place on the platform.

During the discussions following the workshops, participants mentioned that they gained important skills on how to use these three social media tools. It was remarkable that the workshops caused significant interest among participants towards these social media tools. By the end of the study session many participants had Twitter accounts created and were using it on a regular basis. As a result of the efforts of some participants, the official VYRE Twitter account increased the number of its followers in Twitter including the famous singer Irma. Participants also demonstrated tremendous interest in blogging as a tool for expressing their ideas and voicing their stories. LinkedIn, a very important tool which was underused by participants, and the opportunities it offers also raised the interest among the group.

Participants who acted as experts during the workshop mentioned that this allowed them to increase their capacities and to learn new things.

After exploring social media, the group moved to **sharing good practices on social inclusion** in the second part of the morning. In this exercise, participants were asked to brainstorm on good practices that they had participated in or had witnessed in their communities and which improved social inclusion of young refugees. Participants were asked to put particular emphasis on the role of the media and, particularly, social media during the discussions.

Discussed in the pairs first and then in groups of four people, good practices were displayed in different corners of the room. Beside images and visual graphics, each group assigned one participant to stay in their corner and talk about good practices that the group had discussed.

All participants had the opportunity to walk around and to see all good practices brainstormed by other groups. In a very independent and friendly atmosphere, participants were discussing different projects and practices implemented throughout Europe and involving young refugees. During the discussions after the activity, participants were positively surprised by various creative and effective ideas that had brought changes to the lives of many refugee youth.

Some mentioned how by using Facebook and cooking meals from various cultures they were able to raise 1000 Euros for refugee women in one night. They also gave examples of various [benefit dinners](#) organised through Facebook, with the aim to raise money for refugees. Another participant said that by using Twitter and Facebook in their local community, they bring together local people and immigrants in non-formal environments like in coffee shops or bars to have conversations and exchange their ideas. Further examples were given about providing shelter for asylum-seekers who were left on the street in severe winter conditions. A woman who spotted asylum-seeker families secured them shelter using Twitter and asking her friends for help. As a result, no asylum-seeker was left on the street that night and the problem was brought to the attention of the media. We have also learnt that the singer [Irma](#), who has Cameroonian origins but lives in France, managed to raise money for her first single using [My major company](#) website. My major company is a crowdfunding platform that can be used by participants who are planning to start their own projects, but still search for funding. The number of amazing practices shared during the activity helped participants realise the broad opportunities offered by social media.

Some participants were inspired by such a variety of ideas and stressed that they were going to hold some of these activities in their local communities.



\*photographs were taken and are property of our participant Tereza Malochova

### **Free Afternoon – Dinner in Town**

In the afternoon of the third day, participants were given free time. Developing very friendly relations most of participants went to explore the city and to socialise with each other more.

### **8 March 2012**

On this day we started the morning by commemorating the International Women's Day, a presentation was prepared and held by a team member on a number of influential and strong

women in history. After this presentation we moved on to the programme of the day. The entire morning was dedicated to different inputs by some of our **guest lecturers**.

The first to take the floor was **Hana Al-Khamri**, a young journalist originally from Yemen, who now lives and works in Sweden. Hana's session was very interactive and she spoke about the role of social media in the Arab spring in general and particularly the situation in Yemen. She talked about the beginning of the Arab spring in Yemen, underlining a spontaneous mobilisation of citizens through social networks, such as Facebook and Twitter, that led to the toppling of its president Ali Abdullah Saleh, after 33 years of ruling the country. Hana also gave an overview of the difficult role of journalists in covering such revolutions, underlining the problematic situation of communicating between the reality inside and what the Western World was expecting to hear. A big part of her input involved concrete examples of the challenges faced as a journalist in Yemen. Hana stated that some of the problems included regular harassment and physical attacks of Yemeni journalists.

Hana gave an alternative version of the Arab Spring to what the media had pictured. Although she did underline that social media had played an important role in accessing information and getting organised, she emphasised that the Arab Spring had been a real gathering of real people in the countries. She presented social media only as a tool to achieve changes, but insisted that a persistence of people and their strong wish to accomplish a common goal had played the main role. Hana also reminded participants about the fact that social media such as Twitter or Facebook are not neutral entities, but are privately owned sites which can also be biased. This led to a discussion, where participants shared their experiences from home countries, as well as from what they have experienced during the study session.

Most participants appreciated Hana's input and many actively engaged in the discussions that followed. However, some participants expressed frustration over the long discussions in plenary, as they felt they could not engage as much as they had liked to in the large group setting.

After coffee break, **Mara Georgescu**, educational advisor of the Youth Centre in Strasbourg, had a short presentation on the new project that the Youth Department on combating hate speeches online. Many participants seemed interested in the project and wanted more information, which they received a few days after the session. Mara underlined the importance of making possible links between the hate speech online project and the current work of VYRE on social inclusion through social media. She invited interested participants to get involved in the project.

The second guest speaker of the day was **Nigel Smith**, representative from the Council of Europe's Communication Department. He spoke about the advantages of social media and limitations of traditional media in the context of an institution such as the Council of Europe. The main part of his input focused on all the possibilities that social media offer, as well as the growing importance in the world, where more and more people have access to devices on which social media can be used. With social media, it is now possible not only to share the information in a moment and always update the news, but it also allows us to have an interactive communication, since the followers can comment, share or even get involved in an event. His input was a traditional power point presentation in plenary, but arguably (and evident in participants evaluations) one of the most popular elements of the study session. Most participants noted his speech as very professional and relevant to the topic of the study session. A Q&A session was also held after the input, facilitated by a team member.

After the morning's inputs and with the programme of the week in mind, it was now time to focus on the concrete **follow-up of the study session**. Throughout the week participants had been reflecting on the connection between social inclusion and the role of traditional media and the possibilities of social media to aid the process of inclusion. They also listened to inputs, shared their own realities and explored good practices in different parts of Europe. It was now time to start focusing on concrete ways to engage each other and work with the topic of the study session after it had ended.

To start this process, **Mr. Jean-Claude Lazaro** (the Head of the European Youth Foundation<sup>1</sup>) started the afternoon with an interactive presentation on how to apply for funding through the EYF. This input was also welcomed and seen as important by many participants in their evaluation forms.

Then participants had time to brainstorm in pairs, to think of projects or ideas worth working on after this study session. They were also encouraged to connect their ideas with the VYRE network. After the initial brainstorming, participants turned to their neighbours and continued to explore each other's ideas. We then grouped the ideas into common/possible project groups in plenary and every participant could now find their group of interest. These groups now had the rest of the afternoon and an hour in the morning to work on their ideas and make them as concrete as possible.

The group dynamics at this stage of the session was very strong and participants were very engaged and determined to succeed in their cooperation and present tangible and real project ideas. The will to succeed also meant that some conflicting interests in these groups were showing at some stages of the process.

In the evaluation forms 21 out of 24 participants who answered the question, gave a 4 or 5 (which meant very good or excellent) to this particular session.

## **9 March 2012**

### **Morning session - projects presentations**

Participants were given one hour of the morning session to finish their project development. The day before they were asked to plan the project regarding the so called 'Noamie planning model' and to identify the 'need', the 'aim', the 'outcome', the 'methods', the 'implementation' and the way of 'evaluation' of their project. Flipcharts, markers, scissors and glue were provided for the participants in order to visualise their ideas of the project. Due to the Noamie planning model they were asked to respond seven questions (5wh+VYRE) on their flip charts:

- *What is the project about?*
- *Why do they want to focus on this aspect?*
- *Who is the target group?*
- *How are they going to implement the project?*
- *When is the project going to take place?*

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<sup>1</sup> More about the European Youth Foundation: <http://www.eyf.coe.int/fej/>

- *Where is the project going to take place?*
- *Connection to VYRE?*

Both Thursday afternoon and Friday morning the facilitators were available for answering questions and helping with the project development.

In the second part of the morning session the whole group met in the plenary room, where each group had the possibility to present its project in front of their colleagues and facilitators. Each group was given three minutes to explain their project regarding the seven mentioned questions. Afterwards, both the facilitators and participants asked questions, gave feedback and tips about possible funds.

Many interesting projects were presented and all participants exhibited high motivation and commitment. Some participants had developed a project within a group, some on their own and some had developed even two projects, one with other group members and one on their own. The morning session was for everyone, including the facilitators, very interesting and highly motivating.

### **VYRE, follow-up, evaluation and closing**

The afternoon session started with **Milena Karišik**, the current head of the VYRE organisation and one of its founding members. Milena gave the participants an overview of VYRE's recently finalised internal regulations and official statute. After clearly defining VYRE as a non-political network working to unify "refugees/exiles", and influence social and policy change on a multitude of levels, she went on to outline 16 articles covering the formation of the board, membership criteria and codes of conduct. Participants received an in depth understanding of what the structure of the organisation and guidelines to becoming a fully-fledged member.

Leading on from this, Nyakueth Wako, another founding member of the VYRE network informed the participants of the brief history of VYRE and its current direction, including the fact that VYRE is now a member of the Advisory Council of Youth of the Council of Europe<sup>2</sup>, which gives an important additional role within the Council of Europe, but mostly as a representative organisation of the Voice of Young Refugees of Europe. It also gives VYRE some responsibilities from a youth policy perspective.

Rozina Mwanahiba, a participant and VYRE's technical support during the study session and web designer then presented a project proposal where VYRE's website acts as an interactive hub for social and political discussions, and an online centre for young refugees and VYRE members to learn and share useful skills and knowledge. On the latter point, she proposed training young people to be 'webmasters' so they could campaign and work online on behalf of VYRE and help other refugees do the same. Rozina also highlighted the importance of the website in collecting donations for the organisation and raising awareness on issues such as policy change and 'combating online hate speech'.

After Rozina finished, we slowly reached the end of our study session. The very last part of the study session was reserved **the evaluation**, so participants could express their feelings and impressions. The first part of the evaluation was facilitated by one of our team members, who used the „hot chair method“ - a chair was placed in the middle of the room and participants

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<sup>2</sup> For more information, check here

[http://www.coe.int/t/dg4/youth/Coe\\_youth/Advisory%20Council/Advisory\\_Council\\_on\\_Youth.asp](http://www.coe.int/t/dg4/youth/Coe_youth/Advisory%20Council/Advisory_Council_on_Youth.asp)



were asked to evaluate how much they liked different elements of the session. The more they liked them, the closer they went to the chair. Using this method, we evaluated different elements, such as the overall atmosphere, the flow of the programme, guest speakers, group dynamics etc. During the evaluation, participants were given the opportunity to explain why they were standing at the chosen place. Facilitators were very satisfied to see how participants evaluated elements of the study session, as they have mostly been standing all around the chair.

The second part of the evaluation consisted of previously prepared written evaluation. The evaluation form was anonymous and it consisted of a number of questions, which focused on every session we had during the study session, as well as of the evaluation of guest speakers, facilitators, facilities, food, overall atmosphere and other important elements. The feedback we have received from the participants was overwhelming and presented an award for the hard work done during the preparation and realisation of the study session.

The awarding of certificates has presented the official end of our meeting in Strasbourg. After a very warm official closure, participants and facilitators enjoyed the farewell party.

### **Programme: the main issues raised**

The study session was strategically designed to be an interactive learning experience, where participants can be fully immersed into an enriching, therefore at times strenuous environment. Because of this, during the planning stages, we had to consider the possible issues that may arise as a direct result of the methodology and topics explored.

In order to give participants a realistic, first hand insight into the experience most refugees are presented with by the host countries bureaucratic system, we designed a simulation exercise, the 'Exclusion Breakfast'. The issue of Ethics was a factor to contend with. Concerns were raised about long and short term psychological implications of such an exercise on the participants. There was the issue of participants who had already faced such realities therefore may be revisiting a negative experience which may trigger a negative reaction, and then the group of participants who may have never been exposed to such an extreme emotional inducing experience and the effect this may have on them. To minimise the possibility of these occurrences, the 'Pseudo visa' selection process was designed to consider a number of factors for each participant individually. After the exercise we had an immediate lengthy debriefing session where participants reflected, discussed and expended their anger, frustrations, confusions etc. Facilitators were also given the opportunity to de-role.

When presenting and designing each topic, the team was aware of preconceptions from the participants impinging upon the exercise, therefore the exercises were designed to prevent/minimise further bias. For the participants to reach their own holistic conclusions, we had to be as impartial as possible and give them the opportunity to see things from different perspectives. The traditional media and media bias exercise therefore highlighted different roles, perspectives and influences effecting news reports, whilst the 'sharing realities' exercise allowed the comparison of similarities and differences.

Because of time constraints, some important issues/topics could not be explored in-depth or elaborated upon. Participants expressed the need for more time on some activities and sessions, so to compensate for this we held group feedback sessions straight after activities, (as in the case of exploring social media), thus giving everyone some basic knowledge on all areas explored.

As mentioned, this study session required a dynamic and more innovative approach, therefore we incorporated the use of the social media as Twitter to post messages during the sessions to keep followers and VYRE members updated, as well as using Skype to have live talks with two of our guest speakers. Although the concept was welcomed and worked well, there were connection issues therefore the flow of the session/talk was disrupted a number of times.

An initial concern voiced during 'The hopes and expectations' session by the participants was the fear of not receiving enough practical knowledge and skills to implement concrete projects post study session. By delivering a dynamic and informative study session that included a presentation about applying for funding from the Head of the EYF, and workshops on different social media, participants felt that their needs were met.

Finally, the team had to find a way to weave the VYRE organisation throughout the study, keeping it relevant and connecting it to the participants' project ideas. We did so by initially introducing the organisation to the participants during the 'welcome space', then later an in depth presentation by the chair of the organisation making it clearer for the participants to interlink VYRE organisation with their own grassroots projects, thus allowing VYRE to fulfil one of its purposes as an umbrella network linking and facilitating its members in an international and local level.

## Appendix 1. Daily Programme

	Sunday 4/03	Monday 5/03	Tuesday 6/03	Wednesday 7/03	Thursday 8/03	Friday 9/03	Saturday 10/03
Breakfast 8.30- 9.00	Arrival     of  Participants	Group Building	What is social inclusion?	How can social media bring change?	Sharing good practice on social media and inclusion	Presentation of project ideas	D E P A R T U R E
Morning 9.15-10.45							
Coffee break 10.45-11.15							
11:15 -12:45							
Lunch 12.45-14.15							
Afternoon 14.15-15.45		Intro session	Traditional media and media bias	Reimbursements Free afternoon	Concrete follow-up activities	Evaluation and closing	
Coffee break 15.45- 16.15							
16:15-17:45	R e f l e c t i o n   G r o u p s			R e f l e c t i o n   G r o u p s			
17:45-18.15							
DINNER 19.00	Welcome evening 20:00	Laughter Yoga Secret friend	Films?	Dinner in town		Party!!	

## Appendix 2. List of participants

	Name and surname	Country of residence	Organisation
1	Abanda Serge	Slovenia	Separated Children in Europe Programme
2	Abusalama Majed	Palestinian Authorities	-
3	Ahmed Rubina	United Kingdom	-
4	Amani Ahmad	Finland	-
5	Amiri Mohammad-Hassan	France	France Terre d'Asile
6	Atim Belinda	United Kingdom	The Nile Youth Group (Nile Society)
7	Barton Roman	Czech Republic	-
8	Belegrinou Sofia	Greece	Middle East North Africa Committee (MENAC)
9	Camara Dauda	Spain	Vrienden van Samah (Friends of Samah)
10	Chumakova Fatima	Italy	-
11	Cuautle Segovia Juan Marcelo	France	-
12	Dhumma Natasha	United Kingdom	UNITED For Intercultural Action
13	Farkaš Aleksandar	Serbia	NGO „Puls“
14	Ferrais Pauline	France	France Terre d'Asile
15	Gasparini Kitsy	Italy	Cicoloafrica Ecepa
16	Grosu Brinda Luciana	Romania	The Romanian National Council for Refugees
17	Hassan Abdirahman	Sweden	Hand i hand/ I-voice
18	Ishaqzada Mohammad Hadi	Austria	Don Bosco
19	Lukic Milena	Serbia	Zdravo da ste/High neighbour
20	Mahmud Abdullahi	Sweden	I-voice
21	Maločová Tereza	Czech Republic	VOZE
22	Mehrzad Amir	Sweden	-
23	Muluneh Weine Tadesse	the Netherlands	-
24	Mwanahiba Rozina	United Kingdom	-
25	Nyanama Aaron	Belgium	European Federation of Liberia Associations
26	Samba Daniel	Italy	Radio Onde Furlane
27	Sharma Bibash	France	France Terre d'Asile
28	Starykov Sergii	Ukraine	-
29	Wako Nyakueth	United Kingdom	Voices of Young Refugees in Europe

30	Walia Sharon	United Kingdom	Refugee Futures (part of Tuntum Housing Ass.)
31	Whalley Elizabeth	United Kingdom	British Red Cross
1	Al-Khamri Hana	Sweden	Guest speaker
2	Milena Karišik	Montenegro	Guest speaker
1	Abbe Connie	United Kingdom	Facilitator
2	Grinvald Marea	Serbia	Facilitator/Course Director
3	Hasheminik Amir	Sweden	Facilitator
4	Lyamouri-Bajja Nadine	France	Facilitator/Educational advisor
5	Mammedli Emin	Azerbaijan	Facilitator
6	Tone Bianca	Austria	Facilitator