



COUNCIL OF EUROPE



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“Active citizenship in the Refugee Crisis – local projects for the global exchange network”

Report of the study session held by the
European Federation for Intercultural Learning (EFIL)
in co-operation with the
European Youth Centre of the Council of Europe

European Youth Centre Budapest

21-28 August 2016



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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Team: Annika Menke, Noomi Sophie Peter, Jeroen Vandenbempt, Racha Mallat, Cihan Kilic,
Xavier Barò

Rapporteurs: Anica Rimac, Mohamed Obada Ota Bashi

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1. Executive summary

The Study Session “Active citizenship in the refugee crisis – local projects for the global exchange network” took place from the 21st of August to the 28th of August 2016 and was organised by European Federation for Intercultural Learning - EFIL in partnership with the Council of Europe Youth Department. This activity was realized in the annual programme of study sessions of the European Youth Centres.

The aim of this project was establishing cooperation and mutual learning between EFIL and its members - AFS organisations- and 12 organisations working with refugees, thus encouraging active citizenship and working towards inclusion. Participants were recruited as pairs from the same country, each consisting of one AFS volunteer and one participant from an organisation working with refugees.

The event programme was constructed following the logic of the project objectives: the week started with a number of get-to-know activities, where participants met and got to know each other better, in order to establish strong connections and be able to work together. In the beginning of the study session, much time was invested into getting-to-know yourself activities as well, since it was important that participants understand where their motivation comes from and what personal resources and talents they possess to carry out the activities. Later the participants dived into the topic, with presentation of the AFS organisations and refugee organisations, best practices and discussions on various subjects. There was also external input: there were two sessions held by external trainers, as well as a field visit to a refugee organisation in Budapest. Towards the end of the study session, much time was dedicated to change making, where participants had an opportunity to learn how to develop their ideas, and how to plan and implement a project. They worked in country pairs and made concrete action plans for their future activities. In the end of the study session, participants had time to establish peer support groups. The idea of this is for participants to stay in touch in small groups, cooperate and motivate each other during the implementation of the follow-up activities of this study session.

Overall, the study session has allowed us to build up a network between volunteers, between AFS organisations and organisations working in the field of refugee support in different countries. As a result, EFIL intends to continue a stronger cooperation with VYRE by encouraging participants to implement their local project and liaise with VYRE and its local branches. Additionally, EFIL is planning to develop an annual Work Plan on the topic of “Inclusive intercultural learning”.

The following report contains the summary of all the activities implemented, including the content outputs in each of them, as well as Action plans of each pair, developed on the Study session.



2. Introduction

Presentation of EFIL

European Federation for Intercultural Learning (EFIL) is the umbrella organisation of the AFS Organisations in Europe. AFS (formerly American Field Service) is a non-profit volunteer-based educational organisation offering educational exchanges for young people around the world. The Members of EFIL are voluntary, non-governmental, non-profit organisations providing intercultural learning opportunities to help people develop the knowledge, skills and understanding needed to create a more just and peaceful world, and to act as responsible global citizens. EFIL Member Organisations participate in a network of partner organisations with operations covering over 100 countries worldwide.

EFIL's activities revolve around four main service areas: networking and advocacy, training and sharing, managing pan-European projects and programmes and new partner development.

All of EFIL's activities are led and implemented through a combination of volunteer and staff resources and are carried out jointly by EFIL and its Member Organisations.

More information on www.efil.afs.org!



Presentation of VYRE

VYRE, Voices of Young Refugees in Europe, was founded in 2008 by young refugees in the effort to unify and strengthen the voices of individual young refugees and refugee organisations in Europe. Its main mission goals are:

- to create opportunities for sharing personal testimonies and experiences in order to enhance the capacity of young refugees,
- to ensure the active participation of young refugees through empowerment in order to strengthen their voices and advocate for change on the political level to exchange information across national borders in order to identify issues of concern and recognize and promote good practices.

More information: www.wearevyre.org



Presentation of other organisations present

- **Mitrajectories**

This an organisation based in Lille, France, which works directly and indirectly on migration issues and interculturality. Founded in 2013, it cooperates with organisations in eight more countries of Africa, Europe, and South America. The main fields of Mitrajectories are Projects, Research and Training.
- **Fedasil**

The Federal Agency for the reception of asylum seekers is a public interest organisation created in 2001. It operates all over Belgium and it is responsible for the reception of asylum seekers and other target groups. It guarantees high-quality reception and conformity within the various reception structures. It also coordinates various voluntary return programmes.
- **Save me Konstanz**

This is a non-profit association based in Constance, Germany. Active since 2013, it works in the field of integration - it helps refugees become an active part of the society they arrived to. This is done by creating opportunities for refugees and locals to meet and get to know each other better, matching, 'helping hand', language classes and more.
- **Refugees welcome café Hamburg**

This is an initiative started by a group of international students in 2015. It aims at is helping refugees get to know about the education system in Germany, as well as organising free time activities for them, and sharing information about other local activities.
- **Red Cross Iceland**

Founded in 1924, The Red Cross is an organisation that works with different vulnerable groups. Regarding refugees, their work consists of finding support families for refugees, offering assistance and friendship to them, as well as organising both formal and informal events. This organisation also provides service to asylum seekers, safeguarding (protecting) their rights, according to an agreement with the Ministry of the Interior. This entails that the Icelandic Red Cross provides asylum seekers with consultation and safeguards their interests during case procedure by the authorities.
- **Intersos**

An organisation founded in 1992, Intersos provides assistance for people in danger. It operates in 17 countries of Africa, Europe, The Middle East and The Philippines, in different programs such as migration, protection, education, healthcare and nutrition, etc. Regarding refugees, Intersos provides basic medical care and psycho-social support for them and runs a transit centre for minors in Rome.
- **Press**

Press is the youth organisation of the Norwegian Save the Children organisation. Founded in 1995, it is active in the fields of democracy and participation, health and development, children on the run, as well as trade and peace. It is politically and religiously independent, and it operates both locally and nationally.
- **Asylum Protection Center (APC)**

Founded in 2007, Asylum Protection Center is an independent, non-profit organisation that offers legal protection of asylum seekers and refugees, as well as psychological support. Being active in different places all over Serbia, it organises activities and workshops in local communities, trainings, assists school enrolments and implements country of origin research.
- **Asociación de Apoyo al Pueblo Sirio (AAPS)**

This is an association started in 2011 as a volunteers' initiative. Their work includes different activities from collecting aid both in Spain and internationally and sending it to Syria, to work on sensitization of local people towards the subject. They offer help

to the refugees in Spain, providing legal assistance, food and health care, language lessons, as well as different activities. They are also engaged in developing projects in Syria itself, such as building schools in displaced camps and hospitals.

- **RFSL**
The Swedish Federation for Lesbian, Gay, Bisexual, Transgender and Queer Rights is a non-profit organization founded in 1950. It has a support network for LGBTQ refugees in cities all around Sweden, offering legal, psycho-social and moral support. Some of its activities are organizing meeting spaces and safe spaces and social activities in order to contribute to community building, inclusion and empowerment.
- **KuGlobalAid**
This is a certificate program that organizes international community service projects under the sponsorship of the Office of International Programs at the Koc University. It implements different projects, and offers language support to refugees.
- **Red Cross Bosnia and Herzegovina**
Existing in Bosnia and Herzegovina since 1914, the Red Cross works with different vulnerable groups in this country. Their work regarding refugees consists of offering material and psychological help. They organize a number of social activities as well.
- **Tandem**
Tandem is an initiative set up to help and support refugees and asylum-seekers residing in Brussels. The aim is to provide a possibility for them to contribute to the community, and support the restoration of their dignity and autonomy through initially short-term volunteer placements at European-level NGOs. Tandem also aims to bring the direct experience of individual refugees and asylum-seekers and the challenges facing them into EU level NGOs. One of the participants of the Study Session was recruited through his short-term volunteering at the EFIL office.

Aim and objectives of the study session

The aim of the Study session was to highlight a mutual contribution and underline the exchange of diverse practices and experiences between refugee organisations, exchange organisation, refugees, volunteers, professionals and beyond. Our aim was to encourage active citizenship and working together towards inclusion as a main purpose to ignite constructive collaborations and partnerships with a special emphasis on youth.

The specific objectives were:

- Raising awareness and discuss the terminology and legal definitions of the term refugee
- The organisations (both refugee organisations and exchange organisations) get an opportunity to learn from each other and discover the complexity and the challenges regarding the needs and the reality for an inclusive society (local community and refugees)
- Getting inspired and learn from good practices in the topic from other European countries, within and beyond the AFS network
- Developing at least one concrete initiative and activity for every participating country, involving AFS volunteers and structures in the refugee support and plan further follow-up
- Exploring the possibilities of collaboration between exchange organisations and organisations working with refugees and discussing synergies between the ideas/practices of youth exchange and the work with refugees

Profile of participants

All the participants were active members within their organisations, some as volunteers and some as employees.

Participants had to attend the Study session in pairs, always combining one volunteer from AFS and someone working with refugees. There were 16 participants from the EFIL network, namely from AFS organisations in Europe, who are interested in the topic of refugees and in creating synergies between AFS organisations and organisations working with refugees. Next to the AFS participants, there were 12 participants from 11 other organisations. These were participants who are volunteers or staff from different organisations working with refugees in many different ways. The organisations' diversity ranged from Red Cross to an LGBT organization. One other participant was a refugee himself and did not come with a pair.

Main topic and issues discussed

The main contents were sharing of best practices in the local communities and organisations, exchange of realities and ideas for community transformation towards an inclusive society. The main issues discussed were (cultural) identity, power relations, project planning and needs for an inclusive society. Finally, each pair developed a project idea for their local community and started planning its implementation.

Agenda

Please find the agenda attached in the following table:

Study session: “Active citizenship in the refugee crisis – local projects for the global exchange network”

	Sunday 21.8.	Monday 22.8.	Tuesday 23.8.	Wednesday 24.8.	Thursday 25.8.	Friday 26.8.	Saturday 27.8.	Sunday 28.8.		
7:00- 9:00	Breakfast									
9:00- 10:30	Arrivals	Opening session	Sharing of local realities and discussions of the title	Personal challenge III - Me, myself and human rights	Field visit	Changemaking	Motivation and follow-up	Departures		
10:30- 11:00		Coffee break								
11:00- 12:30		Getting to know	Introduction to Active Citizenship and Community transformation	Personal challenge III - Me, myself and human rights	27 Dancing monkeys	Changemaking	Motivation and follow-up			
13:00- 14:00		Lunch								
14:30- 16:00		Teambuilding	Personal challenge I - Me, myself and (I)dentify	Narratives of migrations and the danger of words	Free afternoon	Changemaking	Motivation and follow-up			
16:00- 16:30		Coffee break				Coffee break				
16:30- 18:00		Intro to the topic	Personal challenge II - Me, myself and I	Sharing of good practices		Changemaking	Closing session			
18:00- 18:30		Re-Groups	Re-Groups	Re-Groups	Re-Groups	Re-Groups	Re-Groups			
19:00- 20:00		Dinner								
20:30- Open end		Welcome evening	International evening	Free evening/Movie forum	Dinner out		Quiz night		Goodbye party	

3. Programme – sessions’ descriptions

3.1 Welcome evening

Time allocation: 90 minutes

Session objectives:

- Getting to know each other
- Getting informed about basic logistics and the venue
- Having fun

Description of activities

Trainers and participants shortly presented themselves and trainers gave basic information about logistics. Then everyone took part in a treasure hunt to get to know the venue and each other. The trainers were hiding themselves in the building; participants were split into 6 groups and it was up to them to find the trainers. When they were finding a trainer, they had to do a task to get hints, namely letters of the alphabet.

At the end of the game, they combined the letters they won to find out what the final destination was – “ROOM-TEREM B&C”, which was the workshop room of the Study Session.

Some of the tasks were:

- To draw a portrait of someone else in the team
- To solve 2 out of 3 riddles
- To teach the trainer and the group a new dance in the fitness room
- To solve 10 questions, answers could be found on the 4th floor

3.2 Opening Session

Time allocation: 90 minutes

Session objectives:

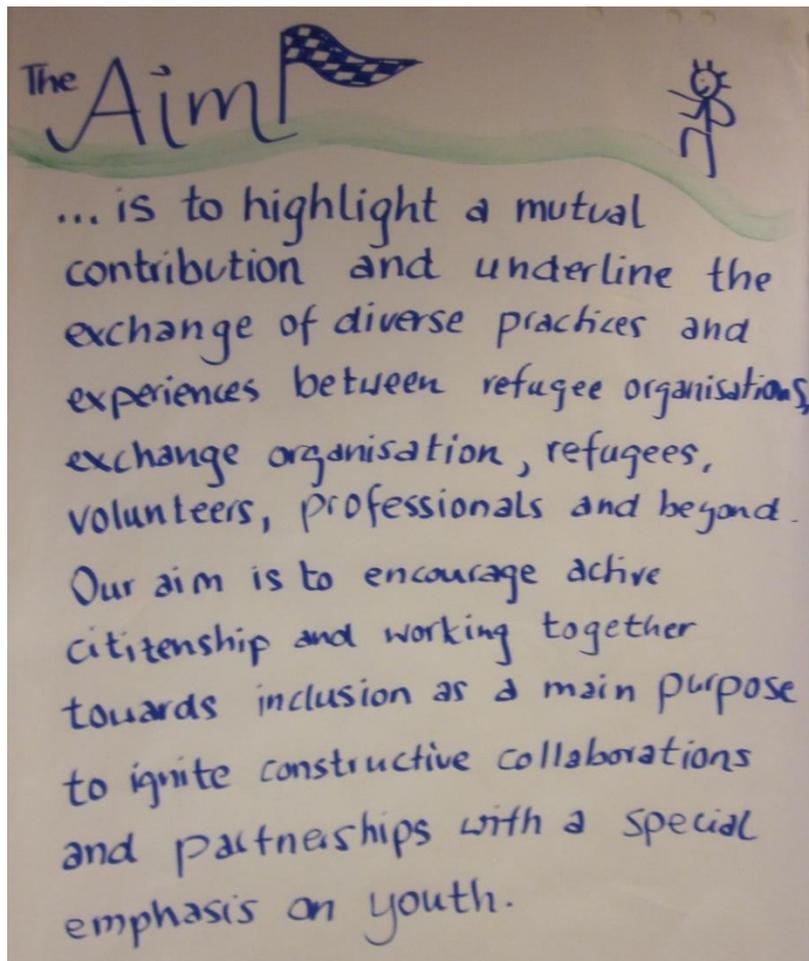
- Opening the study session

Description of activities

After the participants were welcomed by the executive director of EYCB Bálint Molnár, a short presentation of Council of Europe, EFIL/AFS and Voices of Young Refugees (VYRE) was given. The participants already dived into discussion while being introduced to the aims and objectives of the study session. They talked about their expectations and fears, as well as the concept of non-formal education.

Some of the expressed fears were about not being able to make concrete follow up actions after the seminar, while expectations were about learning to develop a project, learning more about the local realities for refugees in different European countries, establishing a strong network between AFS and refugee organisations. Participants also shared the contributions they were ready to make and the main ones were active listening, sharing knowledge, experience and ideas.

The participants were strongly encouraged to take the ownership of the seminar, share ideas, shape the study session the way they wanted it.



3.3 Getting to know

Time allocation: 90 minutes

Session objectives:

- Learning names
- Reinforcing group dynamics
- Getting to know each other's organisations
- Building a common ground of trust and team spirit among participants
- Showing existing differences in the group
- Encouraging group interaction
- Emphasising the importance of effective and exact communication

Description of activities

Participants engaged in a series of activities described below.

Name game

Participants were standing in a circle holding hands. One participant was standing in the middle of the circle and had to shout a name of a person from the group. The person who heard his/her name had to quickly sit on the ground and the persons on his/her right and left had to shout out each other's names as fast as they could. The one that answered the latest, had to switch place and role with the participant standing in the middle.

Dancing teambuilding

Chairs were spread around the workshop room, set in pairs in order to face each other. Participants were asked to dance while the music was played. As soon as it stopped, they had to find a free chair in the room, so they would always sit facing another person. After getting a certain question, they talked to each other, shared and met each other better.

Some of the questions asked were:

- What three items would you take on an deserted island?
- If you could go on a date with any famous person, who would that be?
- If you could see yourself in five years, where would you be?

Organisations' fair

Participants had 20 minutes to come up with an idea on how to present their organisation and/or their voluntary work with refugees. They could use all the materials in the workshop room.

Then participants walked around the room and got to know each other's organisation, like a job fair where they had different stands with documentation and flyers. They asked questions and looked around.

BIRNA PÉTURSDÓTTIR

RED CROSS ICELAND + MEDIA PRODUCTION COMPANY

- 5 SUPPORTING FAMILIES FOR 24 REFUGEES
- MAIN WORK: YOUNGEST FAMILY
- ORGANIZING EVENTS, BOTH FORMAL AND INFORMAL, INFORMAL CONSULTING, OFFERING ASSISTANCE & AND MAYBE MOST IMPORTANTLY: FRIENDSHIP.

• I RUN MY OWN PRODUCTION COMPANY WITH MY FIANCEE

• HOW CAN THAT WE MAKE GOOD USE OF OUR WORK REGARDING THE REFUGEE CRISIS?

(COMMERCIAL MEDIA, COMMERCIALS, MARKETING, TV CAMPAIGN VIDEOS ... ETC?)

ELÍN MELSTED JOHANNESDÓTTIR

AFS ICELAND

- WE FOCUS ON VOLUNTEER WORKSHOPS
- WE OPEN OUR OFFICES FOR LECTURERS & WORKSHOPLEADERS FROM DIFFERENT SECTORS OF SOCIETY
- WE HAVE HAD WORKSHOPS ON: MENTAL HEALTH WITHIN AFS, INTERCULTURAL LEARNING ... AND SO MUCH MORE.
- ANYONE CAN APPLY TO HAVE A WORKSHOP WITH US.



3.4 Teambuilding

Time allocation: 110 minutes

Session objectives:

- Creating a cohesive group,
- Guiding the group beyond the storming phase
- Coming up with guidelines to work together

Description of activities

Participants were engaged in a series of activities described below.

- World map

The participants were to imagine that the workshop room is the world map, and after each question made by a trainer, place themselves accordingly on the map.

Questions asked to the group were:

- Where were you born?
- Where do you live?
- What is the place you would like to live in?
- Place you are in right now!

Paper bomb

The participants were split into two rows standing shoulder to shoulder. Then they were given a paper tube and the task was to lower it and lay it on the ground, while only touching the paper with their index fingers. After some time, the participants succeeded in the task and the paper tube was on the floor.



Numbers

A big square was made on the floor, and inside there were 28 numbers, 1 per participant. Without touching the inside of the square or other numbers, participants had to touch all numbers in their consecutive order, with each participant only being able to touch only 1 number. The aim was to do it as fast as possible, and they were able to try several times.



Making shapes

Participants were divided in groups of 6. A rope was handed to each group. They had to close their eyes and make specific shapes with the rope without looking. They could only talk. The forms were a circle, triangle, square, etc.

Crossing the line:

Participants were divided in two teams. There was a rope lying on the ground, marking the border between the two groups. The task was for each team to try to convince the other to get across the rope line and join them. The team that succeeded in getting all people in their field won.

Debriefing the activities

The following questions were asked when debriefing the activities:

- was it difficult to lay down the paper roll? Why? What helped you succeed?
- how did you feel while your eyes were closed?
- what was your strategy to make a perfect shape?
- what was your strategy to make the other team cross the line? if you had the opportunity to do it again now, would you change your strategy?
- what is most important in order for us to work together?



3.5 Intro into the topic

Time allocation: 110 minutes

Session objectives:

- Get further acquainted with the group members and build more connections
- Clarify key concepts for next discussions in the study session and for successful functioning of the group

The task for each participant was to create their own flower on a paper, by writing their name in the middle, and adjectives which described them on the flower petals. When this was done, they were divided into four groups. In the small groups the participants had to make a group flower: in the centre they wrote all things that everyone had in common with each other, while on the petals they wrote something that was unique for each participant. Then every group presented their flower for other groups.

During the second part of the activity, the participants, still in same groups, created a dance choreography that represented the whole group and the team spirit, and later presented it to everyone.

After this, each of the groups got a word they needed to make a human sculpture about. When each group showed their statue, the other groups had to guess what the human sculpture was about.

The words/concepts were:

- Mutual Contribution

- Active Citizenship
- Inclusion
- Constructive Collaboration

Debriefing questions:

- Why do you think we did this activity?
- Was it easy to write down the things that describe you as a person?
- Was it easy to find common things with other participants? How about the things which are unique for you?
- How did you agree on how you will perform your dance/make a human statue?



3.6 Intercultural evening

Time allocation: 110 minutes

Session objectives:

- Interaction between cultures without reinforcing stereotypes
- Appreciate the diversity of cultures, sharing between cultures
- Create the feeling that everybody contributes to the group
- Awareness that the important thing is the cultures, not the countries. The participants will be aware that one country does not signify one culture.
- Awareness of the complexity of the notion of culture
- Awareness of own established stereotypes that they are not yet aware of

Prior to the Study Session, the participants were asked to choose a song they could relate to and that was special to them, and send it to the Preparatory Team.

In the Intercultural evening workshop those songs were used. With chairs set in a circle, each chair containing the name of one participant, songs were played one by one. While the songs were played participants were walking around and dancing, trying to guess whom the song belonged to. They were asked to write the number of the song on the paper of the person who they thought that the song belonged to.

The songs were played again, and this time everyone was sitting on the chairs, while the person whose song was played would stand up and let everyone know it was his/her song. The activity had an open end.

3.7 Sharing of local realities & discussion of the title

Time allocation: 90 minutes

Session objectives:

- Participants get to share their perspective of local realities (homework) and reflect on their feelings related to it
- Participants name and collect where they see the biggest challenges, opportunities and needs in their communities right now.
- Participants start thinking about how their project idea relates to that or start thinking about what needs a project could tackle.

Description of activities

Walk and talk:

Participants were divided into small groups of three to share their local realities and personal opinions. The following guiding questions were given:

- What is your perspective on the situation in your local community concerning our topic? What are your observations? Do you have examples?
- Have there been changes/developments within the past year/two years?
- What are your fears and what are – in your opinion – the biggest **challenges** your community is facing right now?
- Where do you see the strongest **needs**? Do you see needs where your future project could relate to?
- What inspires you and where do you see **opportunities**?

After discussing these questions, participants were asked to compare their local realities and perspectives and write down in different cards the challenges, needs and opportunities they see. After the group work the cards with challenges, opportunities and needs were shared on the wall for further discussion in the plenary session.

Most commonly named needs were urgent action, financially supporting network, information, human resources and a new law on immigration in Europe. The most common opportunities participants came up with were recognizing the skills refugees and migrants have, cooperation between organizations, support from the government, and more. Some of the challenges were the growing polarisation between the refugee-friendly people and hostile ones, security, stereotypes, and lack of empathy and critical thinking among people.



3.8 Introduction to Active Citizenship and Community Transformation

Time allocation: 90 minutes

- Session objectives:**
- Raising awareness of the impact of participants' volunteer work on the macro level
 - Raising awareness of active citizenship through exploring the notion of volunteering
 - Providing a better understanding about the notion of active citizenship
 - Providing participants with the tools for linking active citizenship with volunteering
 - Providing participants with skills needed to articulate their stance while defending or negating a statement
 - Participants have a critical look at the title of the study session and see if they find an alternative.

Description of activities

Participants were divided in five groups. Trainers distributed the statements below about volunteering and the groups ranked them according to their choices, and then presented them in the plenary later.

Statements about Volunteering:

- Volunteering can be only done through an organisation.
- Volunteering is a social responsibility.
- Volunteering can be done for professional reasons.
- Volunteering is a political statement.

- One can be also a volunteer just for once, continuity is not necessary.
- One must be trained before becoming a volunteer.
- Everybody can be a volunteer.
- Volunteering is a moral concept.
- Volunteering makes a change.

The participants were then invited to have a critical look at the title of the session. They had a silent discussion of the complete title of the study session.

Then there was time for participants to try to find a new title for the session in small groups, which afterwards was briefly shared in the plenary.



3.9 Personal challenge I – “Me, myself and I(dentity)”

Time allocation: 90 minutes

Session objectives:

- Make participants reflect on their identity, different aspects of their identity and the meaning for them
- Sharing among participants about their personal identity, experiences of exclusion and reflect on situations when they excluded someone or “put someone into a box”

Description of activities

Identity molecule

Participants were asked to individually draw their own identity molecule, depending on what groups they belonged to and which groups they felt defined by.

After this they were split in groups of three, where they were able to share their identity molecule. However, sharing was not mandatory. The participants got following questions:



After this, participants were invited to participate in a silent discussion, with certain questions were written on flipcharts. They had time to write down their opinion, but also respond to someone else's. The questions were following:

- Cultural identity is...
- Personal identity means...
- What influences identity?
- Examples of mixed culture
- Assimilation, adaptation, inclusion, ...
- Culture-situation-person triangle

After this the participants came back to the big group. They had to, after having heard a certain statement, position themselves in the room according to their opinion. After each statement there was a short discussion about it.

The statements were:

- There have to be rules – like the human rights – that are valid for everyone no matter religion or nationality.
- Human rights are more important than religion
- When someone doesn't know the rules yet, you cannot judge him the same way as someone who knows the rules.

3.11 Personal challenge III – “My, myself and human rights”

Time allocation: 120 minutes

Session objectives:

- Participants understand the pyramid of hate
- Participants are aware of what human rights are, and what their importance is
- Participants discuss human rights within the context of Europe and with a focus on refugees

The pyramid of hate was explained to participants. The focus was on the bottom 3 layers: bias, individual acts of prejudice and discrimination. After this the video relevant for this topic was played: the official campaign video of the No Hate Speech movement.



Different Human Rights in the world

1750 BC Code of Hammurabi (first one found)

Today's human rights Systems:

- UN Charter
- African Charter of Human rights
- Arab Charter of Human Rights

After this, participants were split into groups of three and got engaged in discussions about prejudice, when/ when not (and why) as well as what there can be done to overcome them. The session continued with another video, this time from “All different, all equal” campaign.

The participants were asked the following questions, and had to come up with answers together:

- What are human rights?
- There are different written agreements or laws on human rights, which ones do you know?

A video of Patrick Stewart’s sketch was shown, explaining the European Convention on Human Rights.

Then the participants were invited to join the “Fishbowl discussion”, meaning that there were three people in the middle of the circle who were allowed to talk and say their opinion, while the rest of the participants, in the circle, could only listen, but had the opportunity to replace some of the people in the middle at any point. The statements were read out loud:

- When a country violates human rights, UN sanctions are necessary to help the people.
- If you are from Guyana, you can’t be a refugee.
- The government should control the number of refugees.

The session ended with everyone participating in the discussion of last two statements, which were:

- In the EU, the rights of asylum seekers and refugees are guaranteed
- Human rights are a threat to cultural identity

3.12 Narratives of Migrations and the Danger of Words

Time allocation: 90 minutes

Session objectives: - To make participants more aware about the implications of certain words that are routinely used in the media portrayal of the European refugee crisis, and think about how our understanding of these words are influenced by media, political rhetoric, and how this connects to the prevalent narrative on migration.

This session was held by an external trainer, Jonathan Karstadt, who works in the organisation “UNITED against Racism”.

After the presentation of this organisation, Jonathan has explained what narratives – the way migration is linked to other topics – are, as well as why they are so important when dealing with a subject of refugees. After this an exercise was done.

Participants were split into 3 groups. Every participant got sheets of paper where it was written ‘refugee’ or ‘migrant’. There were two different pictures and the task for participants was to place the right word next to the photo, while explaining why they chose so. After some time of sharing different opinions, participants have reached the aim of the activity – awareness about the importance of not putting people in boxes, which they could connect to one of the previous sessions (3.9 My, myself and identity).

3.13 Sharing of good practice

Time allocation: 90 minutes

- Session objectives:**
- To get to know about different projects and ideas
 - To get inspired and motivated
 - To learn more about the realities in different countries

Prior to the seminar, participants were asked to find good practice examples of work with refugees in their countries. In this session they worked in their country pairs again, and the task was to prepare a presentation on a flipchart about the good practice examples that they wanted to share with the whole group.

Each presentation included:

- whose example is it
- where is it
- basic information & facts
- why it was chosen and how it is inspiring, motivating, surprising, or hope giving

Once this was done, there was organised an open market in two rounds:

Each round one person of each pair could walk around and learn about all good practice examples, while the other one stayed at the stand to explain their own example to the others. After 30 minutes the pairs swapped.



Many participants took notes of ideas, inspiration and questions that come up during the market period to take into their own project work.



3.14 Field visit

Time allocation: 90 minutes

- Session objectives:**
- To get to know the local reality of Hungary regarding migrations and get the opportunity of asking questions about Hungary
 - To see another example of an NGO in this topic
 - To get inspired

This session consisted of a field visit to the association “Menedék” - Hungarian Association for Migrants. This association, established in 1995 and based in Budapest, is involved in promoting the social integration of foreign citizens migrating into Hungary, as well as Hungarian and other citizens emigrating from there. It offers direct support for refugees, trainings and policy research, and works towards sensitisation of the society in this field.

After the presentation of the organisation, there was space for participants to ask questions. There was much curiosity towards the local reality in Hungary, and many questions were asked.

3.15 The 27 Dancing monkeys

Time allocation: 90 minutes

- Session objectives:**
- To make participants understand how people can connect to each other disregarding of their background
 - To give a positive example of what can be done in the field of inclusion
 - To show new methods and approaches
 - To get inspired

This session was given by an external trainer Be van Vark, an artist, choreographer and activist based in Berlin. She gave a short introduction about her work and experiences working with dance in the field of refugees. Her project, called “27 dancing monkeys”, is a dance project which combines

most diverse people – amateurs and professionals, Berliners and refugees. The aim of it is inclusion and integration.

After the introduction, she gave a workshop on movement, dance and space, which the participants really enjoyed. They were asked to come up with their own dance moves, as well as introduced to the concept of 'positive and negative space'. By exploring the 'negative space' – dance movements which include more people who do not physically touch each other, the participants made stronger bonds with each other, and the team spirit was strengthened. The workshop was very inspirational as well, as it had showed that people could connect to each other and reach the stadium of feeling well in their surroundings, without necessarily speaking the language, or being professional dancers. Many of the participants found this very interesting and as a possible method to include in their activities after the seminar.



3.16 Changemaking

Time allocation: 9 hours

Session objectives: - To assist the participants with project planning, including finding an idea, planning the project, writing a strategy/action plan and plan the next steps
- To assist and give time to develop projects that involve both AFS and refugee organisations

This session was done implementing the following activities:

Changemaking river

The change making metaphor was explained to participants – the way of a project being born, developed, implemented, evaluated and made sustainable. Participants got the task to draw a table in their notebooks and fill in their:

- Passions (what they enjoy doing)
- Problems they care about (what kind of problems really bother them)
- Skills (what they are good at)
- Groups (what groups they have access to)

After this, they were split into groups of 5 where each participant had to come up with anything that they felt was bothering them. Participants were encouraged to shout it out and really express how they felt about the issues that they felt bothered them the most.. Examples could be:

- What really bothers me is bad weather!
- What really bothers me is irresponsible people!

Participants were encouraged to get to the core of the thing that bothered them. Examples: Rain bothers me (instead of “bad” weather), People who stand by and say nothing when someone gets harassed (instead of “irresponsible” people).

After the negative examples, the focus was set on to the positive ones, and now the task was to come up with what inspired each individual.

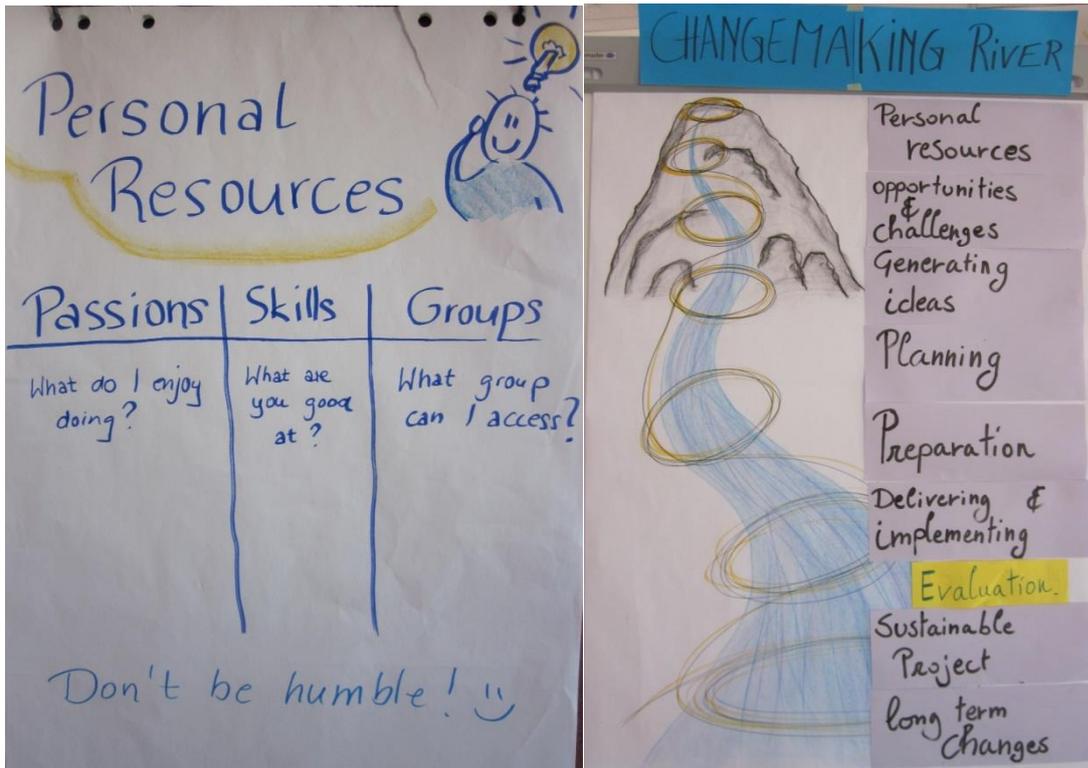
Some of these sentences were:

- I am inspired by successful people.
- I am inspired by bright examples.

Generating ideas: Word collection & grouping of the words

- NEEDS
- CHALLENGES
- POSSIBILITIES

Participants were encouraged to come up with words they associate with their project in regards to needs, challenges and possibilities. After the brainstorming phase they got into pairs and had to sort and organise their papers. In the end participants were supposed to find headlines for the groups of words.



Where are you at?

The next activity was for participants to see where they are regarding how clear idea of their project is. In country pairs again, they were asked to stand on the imaginary line, according where in their project planning process they were (from beginners to already fixed projects).



Planning phase

In this part of the workshop, the sustainability flow was explained to participants. Every project can be re-used, re-cycled and modified to fit the new needs. In this way one does not need to start projects from scratch, but rather use the existing materials.



The NAOMIE concept was introduced as well. NAOMIE is an abbreviation which stands for Needs, Aim (the overall goal of the project), Objectives (smaller and more concrete goals), Methods (how the goal is reached), Implementation and Evaluation – all the necessary points to bear in mind while developing a project.

After this, the participants were introduced to different stations in the room:

- "Rent a trainer" – where they could ask specific questions to the trainers
- Sustainability
- Project planning tools
- Challenges and motivation
- "Parking space for ideas" (for additional ideas)

Making a strategy

Once again in country pairs, the participants got time to agree on what direction they would like to go, what to discuss and which stations to visit during the project planning phase. Every pair could organise their time and work on their own. The overall goal was to come up with an Action plan in the end.

Elevator pitches

When back in the plenary, participants were introduced to the concept of an elevator pitch – a short speech containing the most important information about one's idea, trying



to convince the listener that their idea is valuable. Everyone had to identify the goal of their project and explain what the project is all about and how it will be implemented. A focus was also on stressing the uniqueness of the project and explaining how the project would be sustainable. A video example of a good elevator pitch was shown. The participants developed the pitches in pairs, but after the pairs split and each person went to one of two big groups and presented the pitch. The instructions to develop a pitch were as follows:

1. Identify your goal.
2. Explain what you do.
3. Communicate your unique “selling” point.
4. Engage with a question.
5. Put it all together.
6. Practice.



Networking

This activity started with a silent discussion on flipcharts. The participants were asked to think about how they would like to keep in touch with each other and exchange ideas.

- What? (Project)
- Why? (Goal)
- Who?
- For whom?

Action Plan

In this activity the participants got templates of an action plan and had to fill them in. The Action plans can be found in the appendix of this report.

3.17 Quiz night

Participants split themselves into groups and the quiz started. The questions were the following:

1. What statement is false?
 - a. EFIL offers services to member organisations
 - b. European AFS organisations are automatically member of EFIL**
 - c. EFIL is a network for European AFS volunteers and staff members
 - d. Not all EFIL members are from Europe
2. How many members does the EFIL network have?
 - a. 28**
 - b. 27
 - c. 20**
 - d. 17
3. What are the areas of EFIL's work?
 - a. EFIL training and seminars, EFIL partner development, EFIL advocacy
 - b. EFIL training, EFIL policy, EFIL expand
 - c. EFIL Academy, EFIL Advocacy, EFIL Projects & Programmes, EFIL Expand**
 - d. EFIL LEARN, EFIL CHANGE, EFIL GROW
4. EFIL offers at least one training course every year on...
 - a. Volunteering
 - b. Project management
 - c. Sustainability
 - d. Intercultural Learning**
5. What is the annual volunteer training event called?
 - a. Volunteer training summit
 - b. Volunteer summer summit**
 - c. Train the volunteer
 - d. Networking and training
6. The EFIL office is in...
 - a. Paris
 - b. Vienna
 - c. Berlin
 - d. Brussels**
7. EPOT stands for...
 - a. EFIL programme of trainings
 - b. European project of trainers
 - c. European pool of trainers**
 - d. EFIL pool of trainers
8. EFIL stands for...
 - a. European Federation for Intercultural Learning**
 - b. European Federation of Intercultural Learning
 - c. European Foundation for Intercultural Learning
 - d. European Friendship and Intercultural Learning

3.18 Motivation & Follow-up

Finding your peers

Participants were asked to form small groups with up to three projects, in which they will feedback each other's projects and support each other after the seminar. The importance of giving proper feedback was stressed. The guidelines were as follows:

- If you are not ready to help, do not say anything
- do not feedback something that cannot be changed
- Be specific
- Give possible solutions

Plans for staying in touch inside the peer groups were made, and each group decided how and how often they wanted to communicate.



The Donkey game

The next activity was a game called “Donkey game”. The participants split into two groups. One group was supposed to be donkeys and another their owners. Before the start of the activity, the ‘donkey group’ received one thing that motivates every donkey individually. Some of those were:

- Promises
- Freedom
- Pressure
- Clear instructions
- Threat
- Responsibility

The donkeys were standing far from their owners, and the owners had a task to make the donkey come and join them. They were unaware of different things motivating donkeys, and every owner had to try their best to call their donkey.

This made participants understand that there are many things that can motivate someone, and that they are all different depending on the individual. While working together, they should bear in mind what their personal motivation is, but also that of other members of their peer group.

The participants were then asked to go back to their peer groups. They were provided with flipcharts and colourful pencils. The task was to draw what motivates each and every one in the group.

Personal messages

In this part of the final workshop, envelopes for each participant were set up on the wall. Everyone was encouraged to write short positive messages to others. They had time until the end of the day. This was met with excitement among participants and many envelopes were full at the end of the final day.

Closing

The participants were invited to go on an imaginary journey in order to mentally prepare themselves to go back to their countries and start implementing their project. This was done with following words/instructions:

- Close your eyes
- Sit comfortably
- Think of what you want to take home
- What experiences, maybe new friendships, ideas...
- Now put everything you want to take in your suitcase or backpack
- Close it
- Pick it up
- And travel home... maybe in the plane, train, in the bus
- Think of arriving at home, in your house, apartment or room
- Unpack your things from the study session
- Where will you put them?
- How will you use it?
- Now picture your first step in your project
- Picture yourself doing it!
- Now open your eyes
- Take the hand of the persons next to you
- Take a deep breath
- Let's all together say "We can do it!"
- We can do it!
- Think of the first step or the first action you want to take when you come home
- Think again about what you want to achieve
- And open your eyes
- Now get up
- Smile
- Say: I can do it!
- Take your neighbours hands
- And now we all will do one big step forward, together

This step stood for the participants' symbolic step forward and the symbolic first step in their projects. After that the trainers distributed little stars to their re-groups and everyone got a certificate of someone else and gave the certificate to the other person saying something nice.

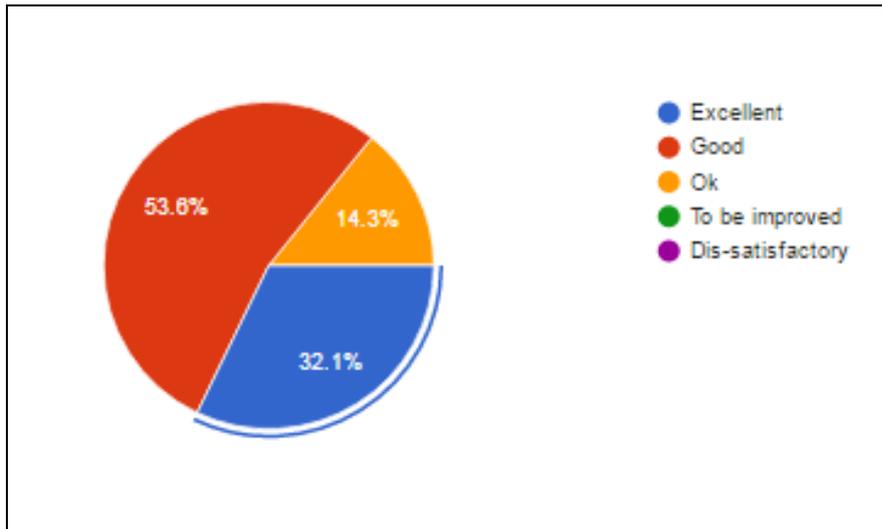
4. Participants' Evaluation

In the first half of the evaluation, the participants were split into groups. Every group had to evaluate the study session, however each group got the task to perform their evaluation in a different way, namely through: music, ballet style and fairy tale.

The evaluation performances were then showed to the whole group.

After this group evaluation, the participants were provided with the online evaluation form. Here below are the results.

General satisfaction of the event

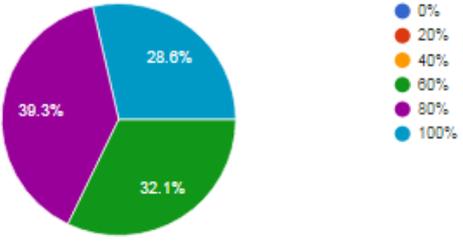
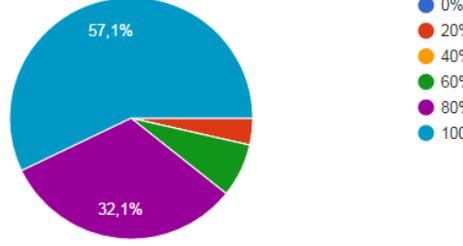
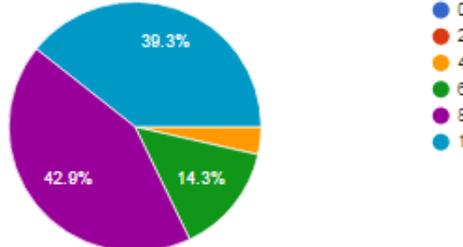


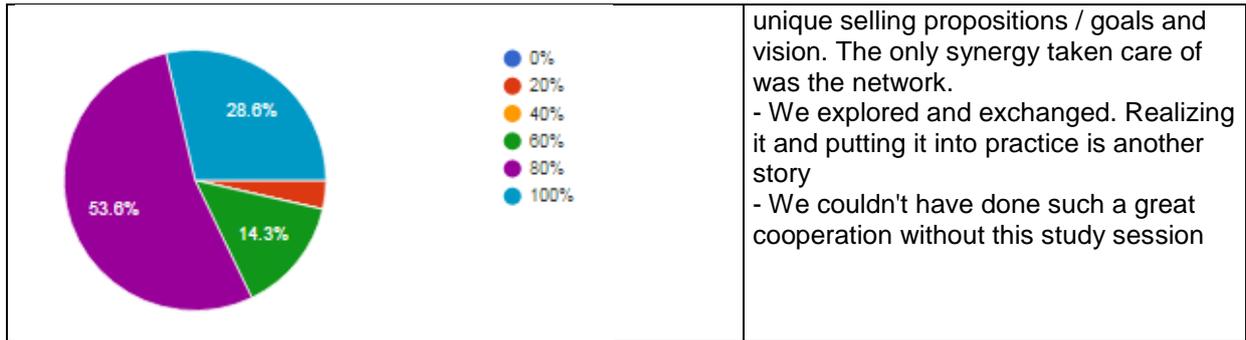
Comments:

- I would have loved to have had one more day on the project planning, so by that I mean the initial face: deciding what project to do etc.
- I did not like that we did not keep the time limit as planned
- At the beginning I was sceptical but it ended with a really good outcome
- Could have had more time to discuss. More energizers!!
- Just a little bit stress
- I've learned so much It is incredible! It fulfilled all my expectations and more.
- I put good because it was almost excellent but there always can be extra things to improve! VERY good!

In your opinion, how far do you feel the aims and objectives of this Study Session were achieved? (1 = not achieved at all, 6 = fully achieved)

OBJECTIVES	Comments														
<p>"Raising awareness and discuss the terminology and legal definitions of the term refugee."</p> <table border="1"> <thead> <tr> <th>Achievement Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>0%</td> <td>0%</td> </tr> <tr> <td>20%</td> <td>20%</td> </tr> <tr> <td>40%</td> <td>32.1%</td> </tr> <tr> <td>60%</td> <td>32.1%</td> </tr> <tr> <td>80%</td> <td>21.4%</td> </tr> <tr> <td>100%</td> <td>0%</td> </tr> </tbody> </table>	Achievement Level	Percentage	0%	0%	20%	20%	40%	32.1%	60%	32.1%	80%	21.4%	100%	0%	<ul style="list-style-type: none"> - I don't really have the feeling it has been discussed. but during the week I had to figure it out by myself - Personally, I would have liked the terminology to be discussed clearly at the first day in the section: into the topic. This way we would all have been on the same page. - The discussion evolved outside of this objective and there was not much talk about legal terms. - Perhaps a more "classic" approach
Achievement Level	Percentage														
0%	0%														
20%	20%														
40%	32.1%														
60%	32.1%														
80%	21.4%														
100%	0%														

	<p>would have been more efficient to define key terminology, like a speaker giving a presentation on that specific topic.</p>
<p>"The organisations (both refugee organisations and exchange organisations) get an opportunity to learn from each other and discover the complexity and the challenges regarding the needs and the reality for an inclusive society (local community and refugees)."</p> 	<ul style="list-style-type: none"> - I had a feeling that we talked more about our personal motivation and identity, rather than about the current situation, challenges and actions. - It would have been useful to have more practitioners to share the everyday reality of refugees, etc. People who work professionally in the field. - We did get to know each other indeed but on basic level - I have learned so much about the situations in other countries and have gotten so many ideas for projects and things we can do in my home country - We definitely got opportunities to learn from one another but also from exterior/invited speakers
<p>"Get inspired and learn from good practices in the topic from other European countries, within and beyond the AFS network."</p> 	<ul style="list-style-type: none"> - We often came from very different horizons, which was challenging, but the inspiration and the learning were definitely here - Excellent learning and sharing environment! - More clustering / structuring would make it easier to get an overview / a toolbox. More digital presentations would facilitate follow-up / re-use - We all ended being inspired
<p>"Develop at least one concrete initiative and activity for every participating country, involving AFS volunteers and structures in the refugee support and plan further follow-up."</p> 	<ul style="list-style-type: none"> - We ended up having so many projects, some alike, and others completely unique! I am looking forward to seeing how it will go with everyone - Our group did but I think there were many initiatives that were not realistic and achievable. In that sense, I think it lack the feedback from the trainers, example of a long term project and phases that come both on the field and within team members. - The problem is that the actions we decided to work on often involve many other actors on the field we would need to discuss with. It was difficult to talk about concrete actions in these circumstances.
<p>"Exploring the possibilities of collaboration between exchange organisations and organisations working with refugees and discussing synergies between the ideas/practices of youth exchange and the work with refugees."</p>	<ul style="list-style-type: none"> - We have already been in contact with many organisations willing to work with AFS. Seeing that the organisations, where the pairs did not know each other from before, have made realistic and interesting projects is really eye opening, and I really think it will work! - Little discussion on key competences /



The most important things you learnt are...

- to be inspired with small things;
- the danger of telling a single story
- the importance of networking,
- developing an idea (from idea to project)
- local reality in other countries
- understanding, power of group dynamics
- Importance of dancing
- asking-sharing-listening
- discussing about inclusion,
- good practice
- everybody can do something, regardless of education, age or experience,
- the definition, practical explanations and importance of an inclusive society.
- how to do an elevator pitch
- you can think big, but start small
- to be patient,
- we are different but we can be really united,
- to express my feelings and open myself to strangers
- Activities for team building,
- sharing feelings doing simple activities together,
- importance of sustainability
- process is as important as the outcome
- that proper terminology is important
- about the refugees' needs,
- how to overcome challenges regarding diversity
- met myself better
- Ownership, Empowerment, start from your idea: it is possible to execute it
- that the fight for human rights is not so different in other parts of Europe
- that young people of all ages who come together can get a lot done in a short space of time and should work together to improve situations - I have hope for the future!!
- new activities that I will reuse or upscale
- Talk, evaluate and Ted talks
- We are not alone fighting for a better
- Learning from receiving questions

Do you have suggestions for improvements for the next seminar of this type?

- Small groups always work better. Planning part can have longer time than teambuilding part
- it would have been better if we had more contact with refugees and Hungarians
- 1. Make it clear in the beginning that everyone attending has very different levels of experience, otherwise people assume and may get very disappointed and frustrated. 2. Less time in teambuilding at the beginning or at least in a different structure, as it can feel very adolescent and strange for many people if they don't know, and it demotivates them. 3. More time planning the actual projects.

- Just shortening the team building and me & myself activities so the hardest part is not condensed in one day and it could me more time for planning projects
- It is very well planned. I enjoyed all the team-building activities but I believe there were too many of them. I wish we approached the problem also from a very professional side, such as informing each other more about the current situation in the countries that we come from.
- More practical things like last two days in this seminar
- Try getting to the "point" of the session just a bit faster! These are the methods that EFIL and AFS always use and I like them, but I feel like a lot of people got too tired till action planning
- Get to work on the projects a bit earlier so as not to do all the "heavy work" at the end. It also seems the leaders could have shared a lot on all the topics we worked on. I think they played their roles as facilitators great, but more direct participation from experts would also have been great!

What topics would be interesting for you/your peers/your organisation in the next EFIL seminar?

- Project management
- Women empowerment, how to work on sensitisation, how to structure an NGO
- LGBTQ community and how to "enforce" their values into different societies
- Psychological approach to the world issues (how does it affect the target group and how we can work with them).
- How to deliver ICL training in high schools
- How volunteers / trainers CAN work with a target group who have more specific needs.

5. Follow-up activities

There was a whole variety of the follow-up activities the participants planned. They differ from visiting local refugee centres and giving language lessons, organising sports activities, visiting local schools,

They can be found in the appendix of this report. Some of the activities have already been implemented.

One of them took place in Belgrade, Serbia. The people present were volunteers of AFS, minor refugees from the local asylum centre and AFS exchange students, translator, as well as the volunteer of AFS and the worker of CZA organisation who were present at the Study session.

While the overall aim of this cooperation is “Raising awareness about refugees’ situation among locals, especially about young refugees, and motivating them to support refugees”, the aim of this specific activity was for two organisations to establish the first contact, as well as to detect and explore the prejudice locals have towards refugees and towards exchange students.

After the get-to-know activities, the participants had a workshop about what prejudice are, why they exist and what the best ways of fighting against them are. For many participants this was the first time to meet a refugee/a local person, which made the activity very interesting and valuable. The feedback in the end was very positive, and the cooperation of the two organisations will be continued in the similar way.



Network

An idea to create a network of all organisations present at the study session was started, in order to keep in touch, cooperate, and share ideas together.

Aim: Establish a network that unites youth organizations and organizations working with refugees and migrants and refugees and migrants themselves

Objectives:

- Setting the charter of the network (setting mission, vision and goals of the network)
- Setting the system about how the network would function (Who can do what? Deciding about the responsibilities, how to manage the budget)
- Registering the network legally
- Searching for possible funds that the network can apply
- Exchanging members within the organization (Job shadowing)
- Decide about a strategy about how to include refugees to the organization

6. Final conclusions and recommendations

Most important outcomes

There are action plans of the projects initiated and planned by the pairs from different countries that include specific steps and the planning of the whole project as far as it was possible in the setting of the study session. Participants got inspired by each other's ideas and experiences, exchanged ideas and local realities and started a networking process. Due to the topic there was a reflection on identity and human rights that went deep for some participants and just started for others. Getting to know different perspectives on an inclusive society led to an increasing understanding of different (minority) movements. A process of reflection on own stereotypes and breaking stereotypes among each other was started and this topic stayed very present during the whole session. The awareness of being norm-critical was raised and participants were after some days very open to each other – while being still respectful as topics were very personal and intimate.

Main results for the Study session organisers

The activity has allowed to build up a network between volunteers of different countries, between AFS organisations and organisations working in the field of refugee support. This will allow EFIL and its members to enhance their work towards more inclusive practices and linking up with different local realities that are experiencing different forms of intercultural learning than the ones AFS organisations practice through their exchange programmes.

EFIL plans to have a stronger cooperation with VYRE by encouraging participants to the Study session implementing their local project to liaise with VYRE and its local branches in their countries. Also, EFIL is planning an annual Work Plan (with possible support of the EYF) on the topic "Inclusive intercultural learning" and will for sure build on the experience and contacts developed thanks to this Study session.

Overall, the study session responded to the wave of interest among the AFS volunteers to play a more active role in the refugee crisis and created a foundation for many possible future initiatives at local, national and international levels.

Main learning points for the participants

As main learning points participants named especially the project planning tools, reflection on the usage of words, on stereotypes and on power relations as well as the understanding of group dynamics and the concept of active citizenship and inclusive society. Many participants also wrote they learnt a lot about themselves and learnt to open themselves to others and to share their feelings and needs.

Participants also commented that they got inspired and felt empowered to change and shape society.

Some participants also felt sustainability of projects and resources to implement them became an important topic to them. Also many want to keep networking because they understood that they can learn from each other and through cooperation reach further towards an inclusive society. - "We are not alone fighting for a better world"

7. Appendices

Appendix I – Action plans

Country: Belgium – “Share the passion”

Idea: Bringing together local associations and unaccompanied minor refugees by organizing events to share their passions and get in contact with each other.

Needs: Creating quality leisure, coming from individual talents, as well as a more diverse and inclusive community life

Aim: Every person has their own talents, skills and capabilities. Refugees are not any different, they are no blank pages, but all have their own passion. Discovering your passion and to be able to practise them in the local community, this does not only positively stimulate the integration process and also enables people to express themselves.

Share the passion does also render the ‘community-life’ more divers and inclusive.

Objectives:

- Enlisting the different talents and interests of the UMR in the centre of Dendermonde
- Enlisting the different local associations
- Bringing together the UMR and local community in a time frame of one year
- Organizing once a month an event where the different passions are the theme. Choosing one passion for each event.

Methods:

1. Assembling a project team (5-8people), including the founders of the project and local stakeholders.
2. Gathering all team members together, clarifying the goals and dividing the tasks.
3. Task 1: enlisting the talents and interests of the UMR
4. Task 2: enlisting local associations
5. Enlisting the common passions
6. Making a calendar in cooperation with the local associations

Associations to cooperate with: sports clubs, youth movement, card groups, music schools, art schools and similar.

Country: Bosnia – “Big buddy project”

Idea: Throughout this project we wish to be a “big buddy” and mentor to children in refugee camps.

Needs: Support, volunteers and materials.

Aim: Our aim is to reach out to this specific target group and offer them courses and a learning opportunity that our two organizations offer to specific, privileged target groups. We wish to use our prior knowledge and skills and offer them to kids who will also have use from it!

Methods: We will achieve this by holding weekly gatherings, workshops based on different topics in regards to the interests of the children in the refugee centre (e.g. language courses, sport events), everything they can not get in school or do not get enough to fit.

Implementation: Gather a group of volunteers every week and choose a day in the week along with a time/room where we will come to host these events.

Evaluation: In fact, this is a project that could be done by everyone. The criteria of the volunteers include an open mind and a will to truly make a difference. Since we are dealing with a very specific and delicate target group, the outcomes that come out of the project are very important to be considered and analysed. The Big Buddy project is to be a project where these children will be able to truly expand their knowledge, creativity and skills through workshops that we as two separate organisations know how to hold in a proper and effective matter.

Target Group: Children in refugee camps, starting of with the refugee camp in Sarajevo.

Our time resource: This is planned to be a long-term project, however we have made an outline as a sort of time resource in order to see how the project is following along. This time resource is 3 months.

How do we want to involve our organisation?

We will achieve this by including volunteers from these organisations and also prior material in terms of workshops that we have conducted before.

Country: France

Idea: The project focuses on promoting collaboration between local, regional and national organisations for a more inclusive society in France

Needs:

- To fight growing intolerance and racism in a society that encourages exclusion and fear of the other. This has been enforced by reasons that include the upcoming political elections with more extremist parties, the global economic situation and the threat of terrorism in France.
- From an AFS perspective, to increasingly work towards the new goal set by the national board in 2016 of encouraging participants to become more active citizens (instead of 'just' a cultural and linguistic exchange programme) and widening our horizons (connecting with other organisations and developing new types of activities).
- From a Mitrajectoires perspective, to strengthen our goal of sharing intercultural perspectives, as well as expanding our network.
- To work with other organisations so that we can make more efficient and sustainable local projects

Aim: To encourage collaboration towards a more active citizenship

Methods:

1. Increase efficient communication between the two organisations
2. Generate ideas for new and sustainable projects
3. Communicate with the organisations' respective networks
4. Implement actions together

Evaluation**Target Group**

- **AFS:** Participants staying in France, participants going abroad, volunteers, families and AFS National Refugee Reflection Group
- **Mitrajectoires:** Members, partner organisations, donors
- **RASUM** in the region

Resources:

- **Our personal resources**

At a project level this is very much depending on what project will be implemented. However, overall both organisations have a large network and motivated, pro-active participants. We are in a region where the issues related to RASUM are high priority (e.g. camps in Calais, Lille, Grande Synthe etc.) and where we have access to this population.

- **Our time resources**

AFS: This depends on the level (E.G. National/ local AFS level). At local monthly meetings, decisions can be taken and ongoing monitoring can take place. However, at a national level developments may be slower. Volunteers are very busy with AFS usual activities so the actions, in general, have to be punctual and efficient.

Mitrajectoires: The organisation is 100 percent voluntary, therefore, it can be difficult to engage people for long-term projects. Many of the volunteers are also students who move frequently. This can be an issue. There are a lot of projects and actions in place but not so many people so similarly to AFS there is a need for punctual, efficient actions but also actions that can be incorporated into the current activities.

- **Our financial resources**

AFS: Limited too but it is all down to the decision of the local committee (if there have spare money for these sorts of projects)

Mitrajectoires: Limited, depends on fundraising resources and also the donor situation.

Country: Germany – “Reflection Camp for asylum seekers”

Idea: Reflection weekend with asylum seekers from the age of 18-22

Needs:

Distance from daily life
Save space
Methods and tools to reflect
Space and time for reflection

Aim: Become aware and accept the current situation

Find your destination and derive your path

Objectives:

What is my current situation

What Is culture
 Is my identity
 Are my values

How does my culture shape my identity
 What is my current situation
 ->What has changed in your perception

Implementation:

- Collect & analyse existing concepts
- Research for financial sources
- Clarify official support (AFS or Save Me Konstanz?)

Evaluation:

- Feedback from participants
- Feedback from trainers / translators

Target Group: Asylum seekers; 18 - 22

How do we want to involve our organisation?

- Concepts (AFS)
- Trainers (AFS, Save Me)
- Link to asylum seekers (Save Me)
- Re-use / Upcycling may be done by both

Country: Germany

Idea: Empowering (young) refugees *and* young locals to become active citizens in their local community by bringing them together over daily life activities.

Needs: Young refugees/migrants seek to be active in their new communities
 Young people should be connected on an easy and equal level
 AFS is dedicated to enable its participants to become active citizens

Aim: Empowering (young) refugees *and* young locals to become active citizens in their local community by bringing them together over daily life activities

Methods: Identify and establish an organizing team

1. Pairs meet and also get some homework
2. Kick-Off Event in some public place (teambuilding, sharing); training on Active Citizenship
3. Project Planning/Implementation
4. Regular meetings in the big group (fun and workshops)
5. Evaluation Event

Evaluation:
 Continuous evaluation by the organizing team
 Evaluation event for the whole group to feedback and plan future actions 3-4 months after the project start

Target Group: 16-25 olds, Locals: AFS (fresh) returnees (voluntary basis)
 Refugees: reach out to social workers and find people who are up for it

Our time resource: 3-4 hours per week

How do we want to involve our organisation?
 Use AFS contacts and networks to get people (and possibly rooms)
 Have loose connection with the Welcome Café for contacts to potential volunteers and events happening in Hamburg

Country: Iceland – “Think!”

Idea: To create short, catchy, FACTual and anonymous videos to address peoples prejudice and stereotypes in an informative way.

Needs: More understanding and knowledge on certain things regarding islam and other things, that, due to lack of knowledge and prejudice, are a focus point in racist slurs.

Aim: We want to get people thinking and to answer peoples ignorant ideas and prejudice before they perhaps speak about it out loud.

Objectives: To have finished doing 6 videos by march.

Methods: Use our own equipment to shoot it, get assistance from a graphic designer and get help from Akkeri with the writing.

Implementation: We need to get charity-commercial slots from TV channels, because the people who mostly need to see this are probably not even that much on social media but watch local television.

Target Group: The ignorant loud people who cause so much damage with their words.

Our time resource: Until march 2017 – that is the goal.

How do we want to involve our organisation? We create everything, but AKKERI helps with what to write.

Country: Norway – “Safe space Molde”

Idea: A safe place where youth in our city can feel accepted no matter background, religion, sexuality and interest.

- ✓ **Needs:** Safe space
- ✓ Social network
- ✓ A place to express themselves
- ✓ A place where people with different nationalities can get together and share whatever they want

Aim: A safe place where youth can feel accepted no matter background, religion, sexuality and interest.

Methods:

- ✓ Facebook page
- ✓ A blackboard where the participants can share ideas and comment on what they think is missing
- ✓ Workshops
- ✓ Activities
- ✓ Homework group
- ✓ Games
- ✓ Movie nights
- ✓ Campaign work
- ✓ International dinners and an international week

Implementation

- ✓ Food/snacks and something to drink
- ✓ Equipment for activities
- ✓ People and organizations to cooperate with

Evaluation

- Having a blackboard where the participants can come with ideas and tell us what is missing (can be anonymous if they want to).
- Work closely with the refugee-group at "voksenopplæringen" and ask them what they think is missing.

Target Group: Teenagers and youth in Molde

How do we want to involve our organisation?

In "Safe Space Molde" we wish to have a board consisting of a representative from AFS Molde and Press Molde. We also plan to use the volunteers in both organizations to join in on the planning of the activities and to be a part of the activities.

We want to use the organizations to be in close contact with the "voksenopplæring" to be sure that the refugees and immigrants actually attend the gatherings.

Country: Sweden

Idea: Matching needs with resources for a more inclusive society.

Needs: Social, Physical and Legal needs of newly arrived people. F. ex: Short & Long term accommodation, mentorship, language support, cultural activities, legal advice etc.

Aim: To reach a more inclusive and responsive society by bringing people with migration and mobility experience together with the residents in local communities and build a wider solidarity.

Objectives:

Communicate with AFS Sweden about the project.
Develop a framework for the database before October 2016.
Database with 10 matches before Christmas 2016.
Evaluation/ follow up before Spring 2017.

Methods: A spread sheet with detailed contact information and possible amount of time, devotion and sorts of experience, interest and resources to be named and registered in a spread sheet.

Matching

Implementation: Taking contact with the volunteers from the database and calling for an introduction meeting with information and sensitivities, values and code of conduct.

Evaluation: Preparing a template for volunteers/contact persons and beneficiaries/target group.

Target Group: Newly arrived LGBTQ+ people in Sweden. Includes undocumented, asylum seekers,

people who has received residency up to 2 years.

Our time resource: 20-30 hours a month.

How do we want to involve our organisation? Sharing responsibility to involve each organizations' network and membership base with each other

Country: Serbia

Idea: Making contacts and peer support among young asylum seekers, students from all over the world and local youth.

Aim: Raising awareness about refugees' situation among locals, especially about young refugees, and motivating them to support refugees

Objectives:

- Raising awareness of local teenagers, AFS students and volunteers about how everyone could become a refugee
- Including young asylum seekers into local community and giving them a chance to be with their peers without being discriminated
- Encouraging intercultural dialogue

Methods:

- Workshops (intercultural and psychological)
- Sports and non-formal gatherings

Implementation:

- Workshops – intercultural and psychological, organized in local schools, asylum camps and centre for unaccompanied minor refugees
- Sports and non-formal gatherings
- Visits to asylum centres
- Providing humanitarian aid through surprise bags

Evaluation:

- Needs assessment within organizations
- After every session there will be organized an evaluation based on different non-formal evaluation methods
- Final evaluation: done by all volunteers involved
- In order to make sure the program is meeting the participants' needs, during the implementation we will try to take into consideration feedback from participants

Target Group: Young asylum seekers with special focus on unaccompanied minors, AFS exchange students from all over the world, local youth in schools, volunteers.

Our time resource: We can ensure time for meetings and preparation, however as both organisations are in the topic, we can implement activities in the regular curriculum of both organisations.

How do we want to involve our organisation? The activities will be run by both organisations.

Country: Turkey

Idea: Organising short-term exchange programs and language courses for the integration of refugees.

Needs: Integration of refugees into Turkish society

Aim:

Language courses for integration of refugees

Short-term exchange programmes for integration of refugees

Create a bigger social place for the integration of women refugees

Objectives:

Prepare the programme for language courses

Design a short-term exchange programme

Search participants in such a way that women constitute 60%

Methods:

Language courses at university

Orientation camps for the short-term exchange programmes

Opportunity to live with a Turkish family

Opportunity for a Turkish family to get to know a young refugee

Implementation:

Get in touch with AFS and KUGlobalAid

Get in touch with volunteer lecturers and AFS volunteers in order to determine the language course

content

Create a family pool for young refugees

Get in touch with Red Crescent Social Center to find potential participants

Organize interviews for the potential participants

Organize midyear orientation camp for participants

Organize a final camp for the participants

Prepare certificates of language course for participants

Evaluation:

According to the observations of orientation camps, evaluate the project

After the programme, keep in touch with participants to see benefits of the project

Target Group:

Young refugees who are willing to continue their education in Turkey

Volunteer Turkish families

Volunteers from AFS and KUGlobalAid

How do we want to involve our organisation?

The project is already based on our organisations which are AFS Turkey and KUGlobalAid

Appendix II - List of participants and the prep team

PARTICIPANTS			
Country	Organisation	Name	Surname
Belgium	AFS	Babette	De Groof
Belgium	Fedasil	Elyssa	Bynens
Belgium	AFS	Eliah	Peeters
Belgium	AFS/EFIL	Mohamed Obada	Ota Bashi
Bosnia and Herzegovina	AFS	Amila	Ahmethodžić
Bosnia and Herzegovina	Red Cross Novo Sarajevo	Amila	Šikalo
Bosnia and Herzegovina	AFS	Zehra Astrid Sarah	Merdzanic
Bosnia and Herzegovina	AFS	Lamija	Jamak
France	AFS	Labetoulle	Aude
France	Mitrajectories	Stapleton	Amy
Germany	AFS	Goerrissen	Johann
Germany	Save me Konstanz	Kuehne	Jara
Germany	AFS	Schulze Herking	Katharina
Germany	Refugees welcome café Hamburg	Al Homsí	Ahmad
Iceland	AFS	Melsteð Jóhannesdóttir	Elín Huld
Iceland	Red Cross Iceland	Pétursdóttir	Birna
Italy	AFS	Lindenberg	Cecilia
Italy	Intersos	Sinchetto	Francesco
Norway	AFS	Mukundwa	Fify Olive
Norway	Press	Thorvik Thue	Kristin
Norway	AFS	Erlandsen	Oda
Serbia/Belgium	AFS/EFIL	Rimac	Anica

Serbia	Asylum Protection Center (APC)	Vincic	Jovana
Spain	AFS	García González	Antonio
Spain	Asociación de Apoyo al Pueblo Sirio (AAPS)	Hijazi Vicente	Susana
Sweden	AFS	Sjögren	Jakob
Sweden	RFSL	Arikan	Cihan
Turkey	AFS	Aydoğan	Yadigar Hazal
Turkey	KuGlobalAid	Kiriş	Zeynep
PREP TEAM			
Belgium /Norway	AFS Norway	Jeroen	Vandenbe mpt
Germany /Netherlands	AFS Germany	Noomi	Sophie Peter
Belgium	Formaat	Racha	Mallat
Turkey	Voice of Young Refugees	Cihan	Kılıç
Estonia	Council of Europe	XaVier	Baró
Germany	AFS Germany	Annika	Menke