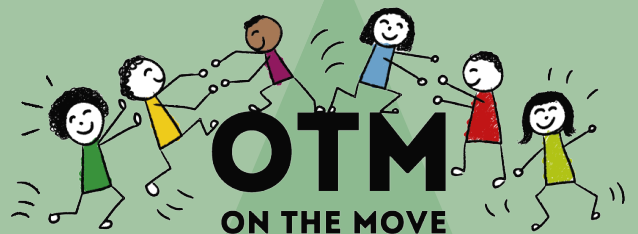




IFM•SEI

# ON THE MOVE

EDUCATIONAL RESOURCE ON MIGRATION,  
REFUGEES, VISAS AND REGIONAL YOUTH WORK



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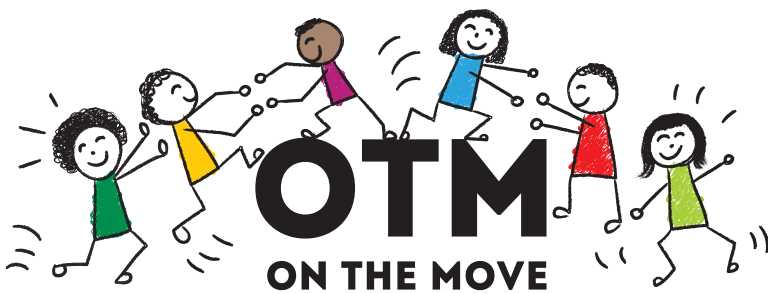
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# INTRODUCTION

## WHO ARE WE?

The International Falcon Movement - Socialist Educational International (IFM-SEI) is an international educational movement empowering and engaging young people to fight for their rights while playing an active role to positively transform their communities. We are an umbrella organisation of 45 child and youth-led organisations around the world, educating on the basis of our values equality, democracy, peace, solidarity, cooperation and friendship.

## CHILDREN'S RIGHTS ARE AT THE FOUNDATION OF OUR MOVEMENT

Promoting children's rights and ensuring that children understand that their rights are human rights is one of the fundamental principles of our movement. This is why the United Nations (UN) Convention on the Rights of the Child (CRC) is a key element of our work. Thanks to the incredible work of our member organisations and our different international activities, IFM-SEI empowers children and young people so that they can assert their rights and claim their space.

## BY CHILDREN AND YOUNG PEOPLE, FOR CHILDREN AND YOUNG PEOPLE

At IFM-SEI we do not just talk about children's rights but we create an enabling environment where children and young people can thrive in leadership and decision-making. As a result of this, children and young people are involved in the decision-making process of the movement from the grassroots right up to the Presidium and Congress.

## ON THE MOVE

This publication has been produced as one of the many outcomes of an exciting global project initiated and implemented by IFM-SEI called 'On the Move' (OTM).

'On the Move' is a two-year global project funded by the Erasmus+ programme of the European Commission to engage organisations working with young people in different parts of the world to address issues relating to migration, refugees, visas and regional youth work. OTM does not only intend to raise awareness of youth organisations to deal with these challenges, but to equally build their capacity and guide them on how best to include migrants and refugees in their respective organisations. In three seminars, two e-learning courses and three regional meetings, young people from Africa, Latin America and Europe have brought together a wealth of experiences and expertise that form the basis of this publication.

## SPECIFICALLY, THE OTM PROJECT SET OUT TO:

- Raise youth organisations' awareness of the benefits of youth mobility
- Support youth organisations in better dealing with visa obstacles in international youth work
- Share experiences in youth work with young refugees and migrants and equip youth workers with competencies to better include them in their organisations
- Share the experience of European youth mobility projects with African and Latin American youth organisations and explore possibilities for regional youth work in these two regions
- Use online tools throughout the project period to share results, offer online training and develop the partners' ICT competencies

Through On the Move, IFM-SEI raised awareness of all sides of mobility for young people – the benefits of getting to know different realities and cultures and being 'global citizens', the obstacles that are put into young people's ways through visa procedures, the need for crossing borders due to political, economic or environmental reasons and the challenges that children and young people face when arriving in a new country.

As a movement advocating for the rights of children and young people, IFM-SEI believes that migration, access to visas and youth mobility are human rights, which ought to be protected. Developing an understanding on the causes of these issues and the different but unique challenges that they pose to freedom of movement especially for young people within and out of our movement is a crucial first step in gaining practical skills to deal effectively with these challenges.

Also, by developing the necessary tools and skills that are needed to address these issues, we equally develop an understanding on how to effectively support migrants, refugees and young people around the world who desire to move across borders for one reason or another.

These issues are paramount to us as a movement because they highlight the ills of capitalism with its long history of scapegoating immigrants, creating the same inequalities that force them to migrate and setting up unfair migration policies. Looking at the role that capitalism plays in creating the problems that fuel migration and reinforce discrimination against refugees around the world, it becomes relevant to continuously advocate for a different kind of education: socialist education that exposes the ills of capitalism and empowers children and young people to stand up for human rights around the world.

## HOW TO USE THIS PUBLICATION

This publication contains non-formal educational methods and activities for children and young people on migration, refugees, visas and youth work. The publication contains tools developed to support you and your group to plan and successfully run activities on migration, visa and regional youth mobility projects. These activities have been designed for children and young people in different age groups because in IFM-SEI, we believe that education is a powerful tool to transform mind-sets and provoke positive change.

The publication follows the structure of the project, which was split into three distinct parts focusing on three mobility themes:

1. Migration and refugees
2. Visa
3. Regional youth work

IFM-SEI's member organisations in all world regions actively work with young refugees, migrants and internally displaced persons in their groups and activities and know their situation in the receiving countries and their countries of origin. The first section of activities therefore focuses on migration and refugees and allows reflection on discrimination and inclusion of refugees in host societies.

The second chapter raises awareness of visa issues. OTM comes after many years of advocating on visa issues following the different instances where IFM-SEI members have faced challenges or been refused visas to attend international events organised by IFM-SEI, from international camps to statutory meetings and long-term voluntary service programmes. These visa refusals are a huge setback for international youth work, deny many young people the valuable experiences of youth mobility and are evidence of the great inequality in the world.

The third chapter focuses on mobility through regional youth work – mobility projects between youth organisations in the same world region. Through its regional networks in Europe, Latin America and the Middle East, IFM-SEI has a wealth of experience in regional youth work and the section encourages and supports young people and youth organisations to organise youth exchanges and other mobility projects in order to increase intercultural understanding, work together on common priorities and span the world with friendship.

**“To me, OTM is a heart cry project towards decision makers to promote free movement all over the world. The project trained, engaged and provided tools to IFM-SEI organisations to be efficient when working with young refugees/migrants at the grassroots levels.”**

**Babacar Toure**, Pionniers of Mali



### **OUTCOMES OF THE PROJECT**

During the course of the project, a Migration Network was set up to maintain efforts to tackle issues surrounding migration and visa access in IFM-SEI. The network met several times and will continue to meet when possible to help IFM-SEI and its member organisations overcome visa hurdles and tackle systematic issues in relation to migration and societal attitudes.

A Visa Platform on the IFM-SEI website provides lots of information on how to deal with the topic of visas in IFM-SEI. Have look at [www.ifm-sei.org](http://www.ifm-sei.org) to find information, share your experiences and search for more educational activities.

**“At the expert meeting on migration and refugees in Barcelona we had the incredible chance to hear the perspectives of people from around the world, to see the issue we are working on so much more widely. I learned how to make the step from great conversations to great actions and I realised that meetings like these are how we are making change happen. I left feeling full of motivation to keep working hard, because I saw just how huge these projects are.”**

**Sarah Barclay Boira**, Woodcraft Folk Seminar on migration and refugees in Barcelona



**“ALARM focused on raising awareness and taking actions for the people on the move within a capitalist world, a pitiless world. ALARM was colourful and borderless.”**

**Babacar Toure**, Pionniers du Mali ALARM online course



# YOUNG PEOPLE ON THE MOVE

There are many reasons why people leave their homes, communities and countries and move to other places. This may be born out of the need to gain better opportunities than they would have had in their own community, to access quality education or to live in a more secured place free from war and turbulence.

Migration is a crucial topic not just for our global movement, but also for other global development frameworks like the Sustainable Development Goals (SDGs) promoted by the United Nations. It is important for our movement as well as other development platforms to engage young people in understanding the impact of these issues on societies, while recognising the positive contribution of migrants and refugees for inclusive growth and sustainable development.

The reasons why people migrate can be categorised into pull and push factors. Pull factors describe the reasons that attract a person to a particular location. For example, young people usually move from the global south to the global north in search of quality higher education, better job opportunities, and health care and security.

Push factors on the other hand describe the factors that may cause a person or group of people to flee their homes, communities or countries. Typical examples of push factors are wars, conflicts, social or economic crises and natural disasters. When faced with conflicts and other forms of natural and human disasters, people are forced to run away from their homes in search of safety and security for them and their families.

Today, the United Nations estimates that about 244 million people are living outside of their countries for various reasons. For some people, migration can be an entirely rewarding experience where they move temporarily or permanently to a new location and enjoy the same benefits as members of the host community. For many others, migration is an escape route in search of protection and safety. For them, migration is increasingly becoming a perilous journey, with little regards for their Human Rights. 65.6 million people are forcibly displaced, including within their own countries. 22.5 million people are recognised as refugees (UNHCR, 2018).

For migrants, especially those who are unable to regularise their situation in the host countries, accessing housing, healthcare and employment is very challenging or impossible. Many of these migrants are forced to live in hidings and become vulnerable to physical, psychological and sexual abuse as well as other forms of human rights violations because of their 'irregular situations'. Besides their lack to fundamental human rights, they also face prejudice and xenophobic attitudes of the majority society.

## MEDIA, MIGRANTS AND REFUGEES

Capitalist systems around the world have often used mainstream media as a tool to propagate their capitalist agendas on different public issues and migration and the current rise of refugee numbers is not an exception. Mainstream media has coined a narrative that further dehumanises refugees and migrants. They are usually portrayed as threats to the host communities, as people coming from poor countries to 'steal' the jobs or welfare benefits of citizens of the host countries while causing fear and social unrest. This negative portrayal of migrants and refugees by the media contributes to the way that citizens in host communities perceive them. If this negative narrative goes unchecked, the violence, prejudice and dehumanisation of migrants and refugees in host communities will be justified and over time become the only acceptable information about migrants and refugees.

The most effective way to change this narrative is to include migration and refugee voices in public discourse, to question the kind of information we receive on mainstream media and produce counter narratives using alternative media outlets. Instead of a 'refugee crisis', we should address the 'crisis of solidarity' that we encounter in our societies. Not migrants and refugees cause unrest and inequality, but the mainstream society who is not willing to support other human beings and governments who are unable to express solidarity.



## THE EXPAT-MIGRANT DEBATE

There seems to be a hierarchy in the vocabulary used to classify different groups of migrants and one of such words is 'expatriates'. Generally, an expat is anyone who moves to another country other than their country of birth for temporal or permanent work. With this kind of definition, it is only natural to describe anyone moving from one country to another in search of economic opportunities regardless of their country of origin/birth as an 'expat'.

However, this is not the case, as the term 'expat' is exclusively reserved for white and wealthy people especially from the global north while those from other continents like Africa, Asia and Latin America are considered migrants. Based on this classification, migrants are sources of underpaid, exploited cheap labour while expatriates are paid based on international standards.

Within the OTM project, we examined the impact of these classifications in the discrimination and unequal treatment of migrants based on their countries of origin, colour of their skin, social class and economic status. These are not harmless labels but carefully designed to ensure that dominant groups continue to enjoy the privileges of a racist capitalist system.

## VISA RESTRICTIONS IMPACT MIGRATION PATTERNS

Many young people around the world face untold difficulties trying to obtain short or long-term visas, be it for a youth exchange, studying abroad or joining family in other countries. Most times, the visa requirements are unrealistic for any young person without wealthy parents and the application process has many administrative and bureaucratic obstacles, which makes it difficult for young people to meet these requirements. During the OTM project, we explored the experiences of young people trying to obtain visas and the intersection between visas and international youth work. Less visa restrictions signify open borders, freedom of movement, improvement of skills and competences, intercultural learning and better employment opportunities. Our conclusion was that visa refusals for young people contribute to the global migration surge around the world, the rise in human trafficking and the continuous oppression of young people from particular regions of the world based on race, religion, sexual orientation, social and economic status. If young people had the chance to legally travel to other countries in order to explore, meet friends, work, study or take part in non-formal educational activities, they would be less inclined to take the dangerous journey with human traffickers and would have more opportunities to gain experiences that will help them to work and actively engage in society in their countries of origin.

## REGIONAL YOUTH WORK

Young people cross borders to flee war and persecution, to find better employment opportunities or to pursue their studies. But for IFM-SEI as an international children and youth organisation, mobility of young people to take part in regional youth work activities plays a special role.

We consider regional youth work all activities within one world region where youth groups from different countries come together to learn with and from each other, create projects together, get to know each other's realities and dreams and create friendships across borders. Regional youth work plays a great role in peace education, as it combats stereotypes and prejudices and lets young people realise that they sometimes have more in common with young people in neighbouring countries than with other people in their own country. Learning from each other and getting to know how other youth organisations deal with similar issues also improves the quality of youth work inside one country. In Europe, thanks to funding opportunities of the European Commission and the Council of Europe, regional youth work is relatively well established. This funding is however restricted to Europe, so that youth organisations in other world regions struggle hard to be able to meet each other for youth exchanges, common educational projects, volunteering and learning. On The Move therefore also addressed regional youth work as a crucial mobility topic for young people

# INCLUSION OF YOUNG MIGRANTS AND REFUGEES

Empowering children and youth organisations in Africa, Europe and Latin America to include migrants and refugees within their organisations at the local, national and regional levels was one of the objectives of the OTM project.

As a socialist movement, inclusion is a core principle of our work. We believe that inclusion is a human right for everyone irrespective of their backgrounds such as ethnicity, nationality, sexual orientation, religious and political affiliations or any other label that makes people to be considered different from one another. Inclusion can be said to have taken place when individuals or groups considered different from others start having a sense of belonging, are valued for who they are and receive the necessary support from their community so that they can become active participants of this said community. Within the context of the OTM project, we define inclusion as a deliberate process of ensuring that migrants and refugees are engaged in and connected to the work that we do in our organisations.

## HOW CAN MIGRANTS AND REFUGEES BE INCLUDED IN OUR ORGANISATIONS?

There are many ways through which children and youth organisations can ensure an inclusive process for migrants and refugees in the communities that they work with. Throughout the OTM project, we explored some of the ways through which inclusion can be achieved when working with migrants and refugees. We discussed that:

### 1. Inclusion is participatory

We can create enabling environments within our groups and organisations that will encourage the participation of migrants and refugees in our communities. Participation in this case should not just be one sided, it should be both for the migrants and refugees as well as those who have lived in the country for a very long time. Participation is a powerful process, which creates opportunities to demonstrate skills that can be useful for the community and fosters dialogue. This means that we should involve young migrants within all aspects of our work and levels of decision-making, not just creating programmes specifically for young migrants and refugees.

### 2. Inclusion uses a bottom-up approach

We cannot assume that all migrants and refugees have the same needs. For true inclusion to take place, we must take into consideration individuals' perspectives and needs into account when organising activities together. Migrants and refugees are not a homogenous group and that is why it is very critical to create inclusive structures that promote respect and value the opinions of the children and young people from migrant communities who are active in our organisations. One idea is to support migrants and refugees to become group leaders, as they know best what kind of activities children of their community would enjoy, can reassure parents and encourage migrant children to join.

### 3. Inclusion is accessible to all

Language is necessary to communicate, earn a living, pursue further education and also to become active in most activities of youth organisations. We can ensure that organisations provide spaces to practice the language in non-formal settings and organise activities that do not require language proficiency. Another solution could be to ensure that translation is provided every time IFM-SEI member organisations organise activities with children and young people from migrant communities who do not understand the language of the host community.

### 4. Inclusion promotes equality

It is important that member organisations design activities that promote equality in every aspect irrespective of ethnicity, sexuality, religious beliefs and political views. For instance, it is important to create spaces where girls and women feel safe to participate.

### 5. Inclusion must be a long term and sustainable approach

For inclusion to be sustainable, it must be designed as a long-term approach both for the participants and the organisations that are active within the process. The inclusion of young migrants and refugees should be meaningful rather than tokenistic exercise.

# DO'S AND DON'TS OF VISA APPLICATIONS

Here you have a list with some advices when going to apply for a visa from some of our experienced members.

## Do's

- Do check the processing time: Make sure to check the processing time taken by the Embassy or Consulate of the country you going to visit. It is always good to apply for a visa three months in advance, in order to avoid any complications at the last moment.
- Do take your time: Don't rush through your application or gathering of documents.
- Do gather your documents carefully. Double check that you have everything you need. It's better to have more documents than you need than less. Order the documents as specified by the embassy.
- Do get translations: Often you will need certified translations of your documents. Make sure you have enough time to get these before your appointment.
- Do give complete and accurate details: Make sure that all the details you fill in your application form are correct and up to the mark. Write NA, none or nil where the condition is not applicable to you.
- Do carry original copies of all documents: When you come to submit your application form you should bring original copies and photocopies of all necessary and supporting documents. Keep them in a proper order so that you can find them at the time of visa interview and submit the documents without fussing over a pile of papers.
- Photo requirements: Carefully go through your application form to know how many photos you need to provide and affix them properly. The photo to be affixed should be such that it shows your facial features in detail. Photos containing hats, caps or scarves that cover your head are not allowed (except it's for a religious purpose).

## Don'ts

- Don't give false and fraudulent information: Never show or attach any false or fraudulent documents along with the visa form. If you are found guilty, you may be permanently banned from applying for visa and might also have to face legal action.
- Don't hide and misrepresent: You should never hide or misrepresent any facts or information in your visa application. All the information and documents are verified so there are high chances of being caught.
- Don't ever be late: Whenever you go to the Immigration Office for documents verification or any other work related to visa issuance always be punctual, ideally 15 minutes before the time of your appointment. Always call them and inform in case you are late for the appointment.
- Don't use cut out photos: The photo that is to be affixed on the visa form should be a standardised photo. It should not be cut from a large photo so as to fit the given space for the photo. Make sure the photos are in the specified format, i.e. they have the specified focus, lighting, background, size and photo quality.
- Don't assume that you have everything: Double, triple, quadruple check. Make sure that you've asked all the questions, that you have everything you need.

# CASE STUDIES

## On the Move's effect on Nsawam Municipality, Ghana

Youth Advocates Ghana (YAG) is starting a new project called 'Pins & Balloons' in partnership with the Nsawam Municipality thanks to discussions that began during the OTM project visit to the municipality in November 2017. During the visit, leaders of the Nsawam municipality recounted the challenges that the municipality is facing in promoting peaceful co-existence between migrant cattle rearers and host communities. This project is one of the ways through which YAG will promote dialogue, peace and co-existence with young people in the municipality.

The 'Pins & Balloons' project seeks to use non-formal education as a tool to build the capacities of community youth leaders on understanding conflict, transforming conflict and making peace. The non-formal peace education is a participatory process where the participants learn from their own experiences, are not judged or graded, but engage through a process of self-reflection and consideration of how they want to use the results of their learning in their lives.

This initiative will take selected youth leaders from political parties and community based youth groups through a series of activities adapted from IFM-SEI's training and educational resources. It is expected that this project will directly reach over 180 youth leaders annually in the next two years through regular workshops with around 15 people each. It is envisioned that after running this initiative for a maximum of two years, it will be adopted as the national project to tackle youth vigilantism, radicalisation, extremism and human rights issues in Ghana.

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## A Cameroonian girl in Brussels



Shortly after my undergraduate studies at 24, I got the exciting news that I had been invited to participate in a one year European Voluntary Service in the IFM-SEI secretariat in Brussels. I was elated and with each passing day came a renewed eagerness as I anticipated the experience that lies ahead of me. However, despite the fact that I had all of the right documents demanded by the embassy, most of which came from the IFM-SEI office and the European Commission, which was funding my EVS stay in Brussels, the visa application process was still rigorous. To me, the visa application form was clear but the attitude of the consulate/ embassy staff, the atmosphere and reception was cold, rude and judgemental. For instance, to book an appointment with the Belgian embassy in Cameroon, you have to purchase a call card from the Cameroon Telecommunications Company. With this call card, I put some airtime in my mobile phone, which I used to call the embassy in order to book an appointment. Although it took several attempts before someone responded to my calls, I finally got an appointment. At the embassy, I noticed that it was always a hassle when applicants tried to ask for clarifications regarding the application process. Even though the application form is clear, some of the interview questions are unrealistic. For instance, I was asked to establish family ties and proof that I would return to Cameroon after my EVS program is completed. Aside from the fact that I was born,

raised and have all my family members in Cameroon, I didn't know how else to prove family ties. It felt as if the visa application process is designed to frustrate young people who want to apply. After some months, I got my visa and moved to Brussels to start my EVS where I had my first experience of what it means to be a young African migrant living and volunteering in Brussels.

I like to say that my experience living in Brussels was very interesting and I learned so many valuable lessons. I had a wonderful time being in an intercultural environment like Brussels. It was easier to travel to other Schengen states without applying for a visa. It felt good to explore other cultures, language, food and weather.

However, it was challenging in the beginning to get my residence permit, a process which was much more rigorous and daunting than my visa application process. As if it was not already hard enough to live so far away from home, I had to struggle to overcome an immigration law that was deliberately designed to shut me and my kind out of Europe. The delay of my residence permit became so bad that my colleagues at the IFM-SEI secretariat had to go with me to the police station on several occasions to explain to the Belgian authorities that I was an EVS volunteer with the IFM-SEI and that the project that I was working with was being funded by the European Commission. Despite the authenticity of my documents and testimonies from my colleagues, it still took three months for me to get my residence permit, during which I was not allowed to travel outside of Belgium or open a bank account.

Being treated differently because of my colour and country of origin was a whole new experience for me. I had heard of the word 'racism' before I came to Brussels, I knew the meaning but I had no idea how it hurts. As a migrant in Brussels, I experienced racism in different ways and places and the most shocking part was that the racism is very systemic and embedded in legal and administrative structures. Sometimes, the frustrations of being reminded that you are not in your home got to me and the only thing that kept me going were the words of Tamsin Pearce, former Secretary General of IFM-SEI, who once told me: 'Delphine, you should never get used to the idea of being treated differently because you are African. Do not allow any system discriminate against you because of who you are'. Although these experiences discourage me from applying for visas or migrating to other parts of the world, I believe that speaking up against these practices, raising awareness and continuously being defiant of a system that seeks to break us is some of the ways through which we can ensure that these rigid, discriminatory visa and immigration policies are dismantled.

**“The project aimed at helping organisations working with young people to discuss problems young people face when moving across international borders. It also looked for ways to sensitise government authorities and other institutions on international movement challenges and ways they can facilitate the movement of young people.”-**

**Daina Magha Mujar**, Girls Excel

# GUIDE TO NON-FORMAL EDUCATION

This publication has been developed as a tool for non-formal education. Non-formal education is a planned learning process in which the learners take part intentionally and voluntarily. It is a participatory process where the participants learn from their own experiences, are not judged or graded, but led through a process of self-reflection and consideration of how they want to use the results of their learning in their lives.

There is no strict division between non-formal and formal education. If you are a teacher and work in a formal setting, you can still use these activities. You just have to be aware that the children and young people who participate in the activities must have the opportunity to express their opinions freely, that they are taken seriously, are not judged and that they are in the centre of the activity. They communicate, reflect and decide what to do with what they have learned.

## SOCIALIST EDUCATION

In IFM-SEI, we consider that we do more than just non-formal education – we do socialist education. This does not mean that we brainwash children to vote for specific political parties. For us, socialist education means that children and young people critically analyse existing power structures on all levels of society and are motivated and empowered to take action for social change. We do not only learn to live in and cope with the current world order, but also think about how we can construct a better one. Further to this, socialist education for us also means that in our groups and activities participants can experience a counter-world full of solidarity. We aim to create spaces where children and young people do not have to experience the discrimination and exclusion that they face in their everyday lives, but rather experience cooperation and equality within their group.

## YOUR ROLE AS FACILITATOR

As a facilitator, you are responsible for setting the stage for the learning of your group. You prepare, present and coordinate the activities and create an environment where participants can learn, experience and experiment. Different from the traditional ‘teacher’ role, you are not there to simply give information or ‘teach’ what is right or wrong. At first this might be challenging for you and also for the participants, but you have to give up your role as ‘expert’ and the children have to accept responsibility for their own learning. Through learning by doing you can shift to a learner-centred, experiential approach to learning.

## SELF-AWARENESS

The art of facilitation not only requires a shift in focus, but also a high degree of self-awareness. Because children and young people are powerfully influenced by the behaviour of adults in their lives, you as facilitator must take care to act according to the values you wish to convey. An activity on the inclusion of refugees, for example, will be useless if you are not inclusive in your own work. For this reason, facilitators must recognise, acknowledge and consciously address their own privileges, prejudices and biases, even more so if they are directed against members of the group. Don’t be afraid to critically reflect upon yourself. We all have our stereotypes and privileges, but we have to be aware of them in order to change our behaviours and eradicate them.

## EXPERIENTIAL LEARNING

Most activities in this publication are based on the approach of experiential learning or ‘learning by doing’. While the different phases in the experiential learning cycle may not always be obvious, most activities are planned with this four-stage cycle in mind.

### 1. Experiencing

This phase stimulates opinions and feelings through the act of experiencing or doing something.

### 2. Reflecting

Participants share observations, reactions and feelings about the experience.

### 3. Generalising

The group looks for patterns and considers where there are similarities with the ‘real world’.

### 4. Applying

Participants use what they have learned and consider what actions they can take to contribute to change in the society.

The logic behind this approach is that in each activity participants are consciously given the space to reflect and digest their learning, ensuring that what they have learned will be consolidated and that participants don't leave the activity confused or with negative feelings. The cycle leads the group logically to consider actions they can take; ensuring education contributes to wider social change.

## DEBRIEFING

The most important element of any educational activity is the debriefing. It is during this part of the activity that the participants are led carefully through the three phases of reflecting, generalising and applying. If the debriefing is not well thought through or is rushed, learning can be jeopardised and the activity is reduced to the level of a game, soon forgotten. Throughout this publication, we have developed suggested debriefing questions for you to use. Take some time to review the questions carefully before each activity and also develop your own. When asking questions, take enough time so that everyone understands and has the chance to say something (without forcing anyone to speak). It helps to ask open questions that promote reflection and cannot be answered with yes or no to encourage deeper participation.

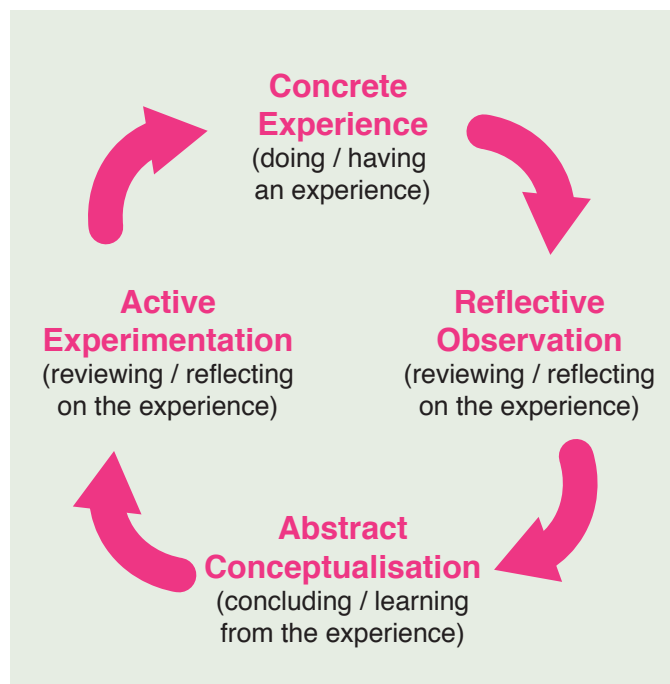
## INTERCULTURAL LEARNING

Intercultural learning plays a great role in non-formal education, and particularly when dealing with mobility issues, we learn about as well as through interculturalism. We understand culture as a collection of shared values, beliefs, behaviours and customs that members of a particular society use to understand the world and cope with one another.

Culture is often seen as closed or national when in fact cultures progress as time passes and don't end at borders. Misconceptions surrounding culture appear due to cultural stereotypes and clichés created through nationalist ideologies. Often 'culture' is seen as a reason for something and used as a scapegoat for racist and xenophobic behaviour, a notion that needs to be constantly confronted in youth work. As society progresses so does culture, it is nothing constant and is made of so many elements that no two people can be described by exactly the same 'culture'.

Instead of interpreting intercultural learning as learning about different national cultures, intercultural education should focus on the benefits of diversity. Diversity in today's world is often not perceived as a good thing; rather it is usually considered a threat and is a breeding ground for injustice, xenophobia, racism and other forms of discrimination and oppression of weaker groups. By promoting interculturalism through intercultural learning, the OTM project emphasised the importance of perceiving diversity as a powerful process through which societies can be transformed through interaction, dialogue and mutual respect for one another.

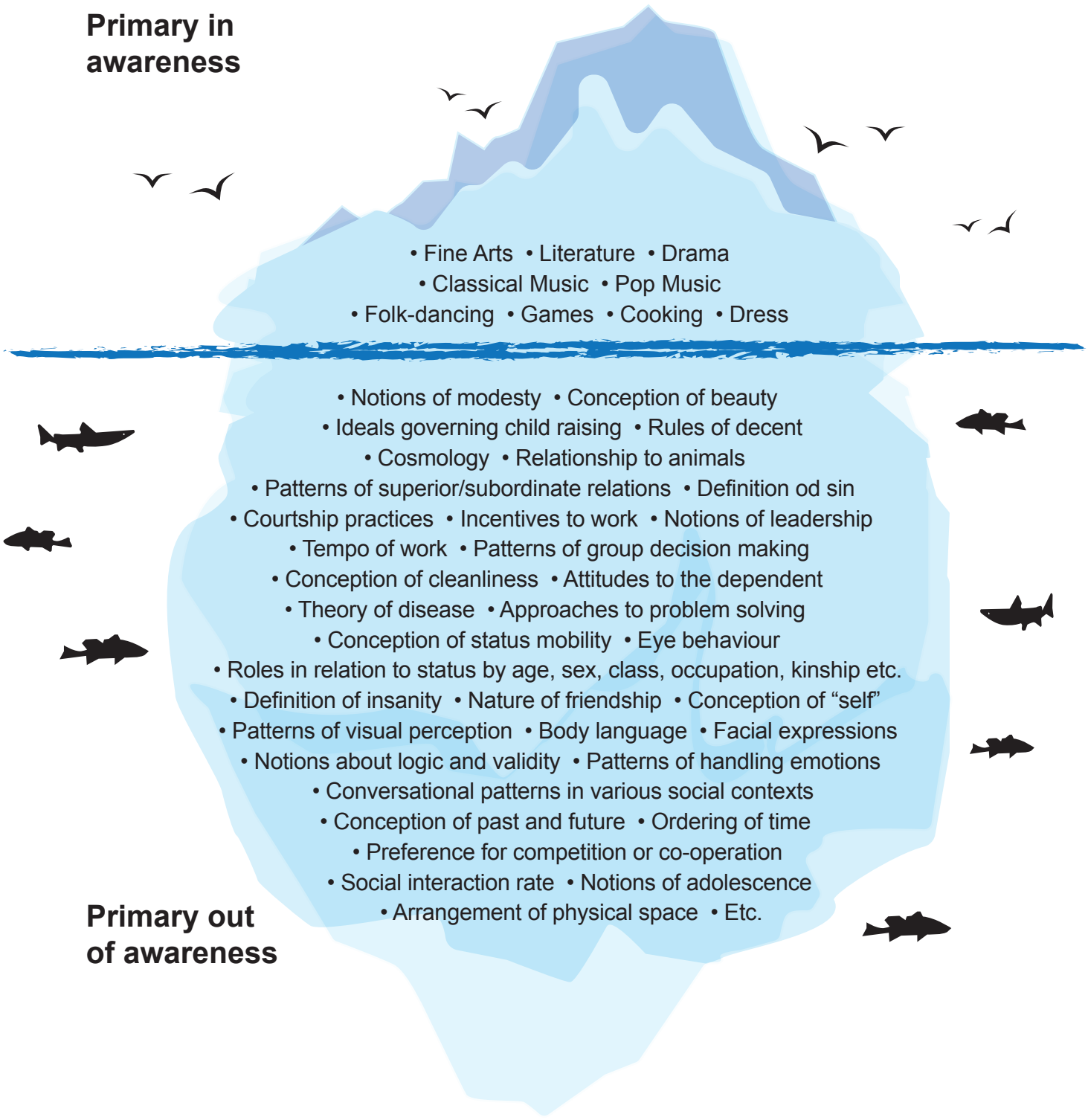
It is equally important to critically assess hierarchical global power structures when dealing with interculturalism. In international development work as in international youth mobility projects, often Non-Western cultures are seen as 'exotic', while Western cultures are taken as the norm. It is important to make sure that intercultural learning goes both ways, that all cultures are critically reflected and that postcolonial attitudes have no room in our activities.



## THE ICEBERG THEORY

Based on the diagram depicting the iceberg concept of culture, it can be seen that culture is not just about a set of visible factors such as dressing, food, language, ethnicity, geographical location and more, but culture can also be about invisible factors, which are equally effective in influencing and shaping a person's identity, behaviour and their relationship with themselves and others.

### Primary in awareness

- 
- The diagram illustrates the iceberg theory of culture. A blue iceberg floats in a white sea. The top part of the iceberg, above the water line, is labeled 'Primary in awareness' and contains a list of visible cultural elements. The bottom part, below the water line, is labeled 'Primary out of awareness' and contains a list of invisible cultural elements. The water is represented by a blue horizontal line. There are several black silhouettes of birds flying in the sky above the water and several black silhouettes of fish swimming in the water below the surface.
- Fine Arts • Literature • Drama
  - Classical Music • Pop Music
  - Folk-dancing • Games • Cooking • Dress

- Notions of modesty • Conception of beauty
- Ideals governing child raising • Rules of decent
  - Cosmology • Relationship to animals
- Patterns of superior/subordinate relations • Definition of sin
- Courtship practices • Incentives to work • Notions of leadership
  - Tempo of work • Patterns of group decision making
- Conception of cleanliness • Attitudes to the dependent
  - Theory of disease • Approaches to problem solving
    - Conception of status mobility • Eye behaviour
- Roles in relation to status by age, sex, class, occupation, kinship etc.
- Definition of insanity • Nature of friendship • Conception of "self"
- Patterns of visual perception • Body language • Facial expressions
  - Notions about logic and validity • Patterns of handling emotions
    - Conversational patterns in various social contexts
    - Conception of past and future • Ordering of time
      - Preference for competition or co-operation
- Social interaction rate • Notions of adolescence
  - Arrangement of physical space • Etc.

### Primary out of awareness





# ACTIVITIES FOR CHILDREN AND YOUNG PEOPLE

## MIGRATION AND REFUGEES



# THE BUNNY AND THE RABBIT

Age: 6-10

Group Size: 5+

Duration: 60 minutes

## Overview

An activity that uses storytelling to think about how to overcome prejudices.

## Objectives

- Introduce how prejudices work
- Think about how to overcome prejudices

## Step-by-step instructions

1. Tell the story of the bunny and the rabbit to the group (appendix).
2. Then form small groups and ask them to invent an ending for the story.
  - What do bunny and rabbit think now? How do they feel?
  - If they meet again, what will it be like? How will they feel?
  - What do you think they will do the next day? How do you think their families will react to this?
  - How could the story end?

The small groups should decide on how they tell their ending to their story. They can assign one storyteller, act it out, draw it or tell it together. Though, in some groups, it might be easier if you tell them how they should present it.

3. Come back together to share the stories.

## Debriefing

- Which of the other groups' ending did you like most? Why?
- Were there more positive or negative endings to the story?
- Why did you choose a positive or negative ending to your story?
- Do you think they are realistic?
- Have you ever been in situations where other people commented on your friends? How did you react?
- Why do you think they have these prejudices over your friends?
- What can you do to show the others that your friends are not as they think they are?
- How can we overcome our own prejudices?



## Appendix: The bunny and the rabbit

Many years ago, a family of rabbits lived in a green and distant forest. One morning the youngest son, Navi, went out to the woods for a walk, far from where his family lived. He always looked for the most fresh and tasty leaves to eat.

By an old Oak tree, he found the most wonderful field of grass, and immediately started nibbling, enjoying the sun and the smell of post rain blossom. Suddenly, he heard rustle from behind one of the nearby bushes. Navi stretched his long ears, afraid it might be a dangerous animal. Surprisingly, from behind the bush came a white and small creature that looked quite similar to him, though her ears were shorter and her tail smaller.

***“Hello” said Navi, “who are you?”***

***“I’m Fani the bunny” answered the creature.***

***“A bunny?” Asked Navi***

***“Yes, a bunny said Fani and what are you?”***

***“I’m a rabbit”***

The two played along for many hours, telling each other stories, finding that they were pretty much alike. Their languages were quite similar and they both liked the same snacks – especially fresh green leaves.

Happy and joyful, Navi came back to his little burrow, telling his brothers about his new friend. “A bunny”? his brothers were shocked to hear. “What do you - a respectable rabbit, an offspring of a glorious dynasty, have to do with a pitiful bunny? They are lazy, gluttonous, and destroy every piece of land they set their foot on! “But Fani is a very nice bunny” said Navi!

“Hoho, you are so innocent, don’t let them fool you. It’s only a mask. As soon as she can, she will eat all your food. We hope she didn’t follow you here. That is exactly what we need – a plague of bunnies!

In Fani’s home, the temper was also rising. “A rabbit? The filthiest and most deceiving animal in the whole forest. Some friend you found there! How can a bunny like you, well educated and ordered, be seen with the forest’s fool? Said her father furiously.

***“But Navi is such a kind animal and not even dirty!”***

***“Don’t you dare meet him again! He most likely has ticks on him!”***



# REFUGEE RIGHTS REPORTERS

Age: 10+

Group Size: 8-24

Duration: 120-150 minutes

## Overview

Participants become reporters and document children's rights conditions of migrants and refugees in their community.

## Objectives

- Develop awareness on children/refugee rights in everyday life
- Understand how rights can be both violated and defended
- Develop cooperative skills for active participation to defend rights and end violations

## Materials

- Copies of the child friendly UNCRC for each team (see appendix). Underline rights that are relevant to your group or add other rights.
- One camera for each group
- Note pads and pens
- Maps of the community for each group
- Printer or projector

## Step-by-step instructions

1. As a group, discuss what newspapers or news shows the participants read, watch or know about. Explain that they are going to be news reporters for the day and will investigate the rights of refugee or migrant children where they live.
2. Ask participants what they know about children's rights. Show them the copy of the child-friendly UNCRC with relevant rights that you have underlined and discuss their meaning for refugee (or migrant) children.
3. Explain to the participants that they are going to investigate rights of refugee children in the community. Split into small groups and give each a camera, notepads and pens. Tell them that they should go around their local neighbourhood and take photos of examples of children's rights in action, either showing where they are promoted or respected for refugee children, or where children's rights are violated for refugees (or migrant or all children). They can also take photos of things that they would like to change.
4. Before they go out, they should think about which right(s) they want to discuss on. Give the groups some time to plan and think about where they will go to collect evidence. Explain that they can take it in turns but that everyone should take at least one photo and everyone should take notes for at least one photo, describing how it is linked to a specific right. Set a time for the groups to return before they leave.
5. When the groups return, explain that they are going to present their findings and ideas in the news reports. They can perform a TV news show or make a newspaper report. It should include a title, captions for each picture explaining where it was taken, which rights it shows (or shows the lack of) and what they would like to change about their environment from that photo.



## Debriefing

- How did you like being a reporter?
- Was it difficult to capture the situation in a photograph and write captions?
- Did you find anything surprising about your community or see anything in a new way?
- What did you find out about children's rights in your community?
- Did you see any positive examples of children rights of refugees and migrants being protected and enjoyed in your community?
- Did you see any negative examples of children's rights being violated or not encouraged?
- Are there rights that are respected for children born in this country, but not for refugee or migrant children? Which ones?
- Are there any photos where you wrote down some concrete suggestions for how things could be improved?
- The UNCRC guarantees children the right to express their views freely in all matters affecting them. Do you use this right? If yes, how? How could you use it more effectively? Can we use the results of this activity to express our views to the community?

## Tips for facilitators

- Rather than taking the entire UNCRC document, the activity might be easier if you select a few articles and discuss them as a group before asking the participants to go out and report them.
- You should emphasise that reporting is not only about finding violations but also evaluating what is already good about where you live.
- Make sure that the participants all know how to use the camera. If you don't have enough cameras for all groups, you could also ask them to draw the places, or to interview people they meet at the different places. If you have more time and enough resources, you could also do videos and edit them together.



## Appendix: Child-friendly UNCRC (selected rights)

**Article 6 (survival and development):** Children have the right to live. Governments should ensure that children survive and develop healthily.

**Article 8 (preservation of identity):** Children have the right to an identity – an official record of who they are. Governments should respect children’s right to a name, a nationality and family ties.

**Article 10:** If children live in a different country than their parents do, they have the right to be together in the same place.

**Article 12 (respect for the views of the child):** When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account.

**Article 13 (freedom of expression):** Children have the right to get and share information, as long as the information is not damaging to them or others. In exercising the right to freedom of expression, children have the responsibility to also respect the rights, freedoms and reputations of others.

**Article 14 (freedom of thought, conscience and religion):** Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights.

**Article 16:** Children have the right to privacy.

**Article 22 (Refugees):** Children have the right to special protection and help if they are a refugee (if they have been forced to leave their home and live in another country), as well as all the rights in this Convention.

**Article 27 (adequate standard of living):** Children have the right to a standard of living that is good enough to meet their physical and mental needs. Governments should help families and guardians who cannot afford to provide this, particularly with regard to food, clothing and housing.

**Article 28: (right to education):** All children have the right to a primary education, which should be free. Discipline in schools should respect children’s dignity. For children to benefit from education, schools must be run in an orderly way – without the use of violence. Any form of school discipline should take into account the child’s human dignity.

**Article 30 (right to own culture):** Children have the right to practice their own culture, language and religion - or any they choose. Minority and indigenous groups need special protection of this right.

**Article 31 (leisure, play and culture):** Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.

**Article 38 (war and armed conflicts):** Governments must do everything they can to protect and care for children affected by war. Children under 15 should not be forced or recruited to take part in a war or join the armed forces.

*The summaries of rights has been taken from: UNICEF: FACT SHEET: A summary of the rights under the Convention on the Rights of the Child*



# MIGRATION BOARD GAME

Age: 15+

Group Size: 2-8

Duration: 60 minutes

## Overview

A board game to introduce the challenges faced by immigrants

## Objectives:

- Realise why immigrants are more at risk of poverty
- Discuss the challenges migrants face when they arrive in a new country

## Materials

- Copy the board (Appendix 1) or make your own (you can also use the whole floor of your group room).
- Copy the role cards and the chance cards (Appendix 2)
- 1 Dice
- Prepare cards for each participant, saying either 'immigrant' or 'native'
- A table written on flipchart paper, with the names of all players and their starting budget (50 money points)

## Step-by-step instructions

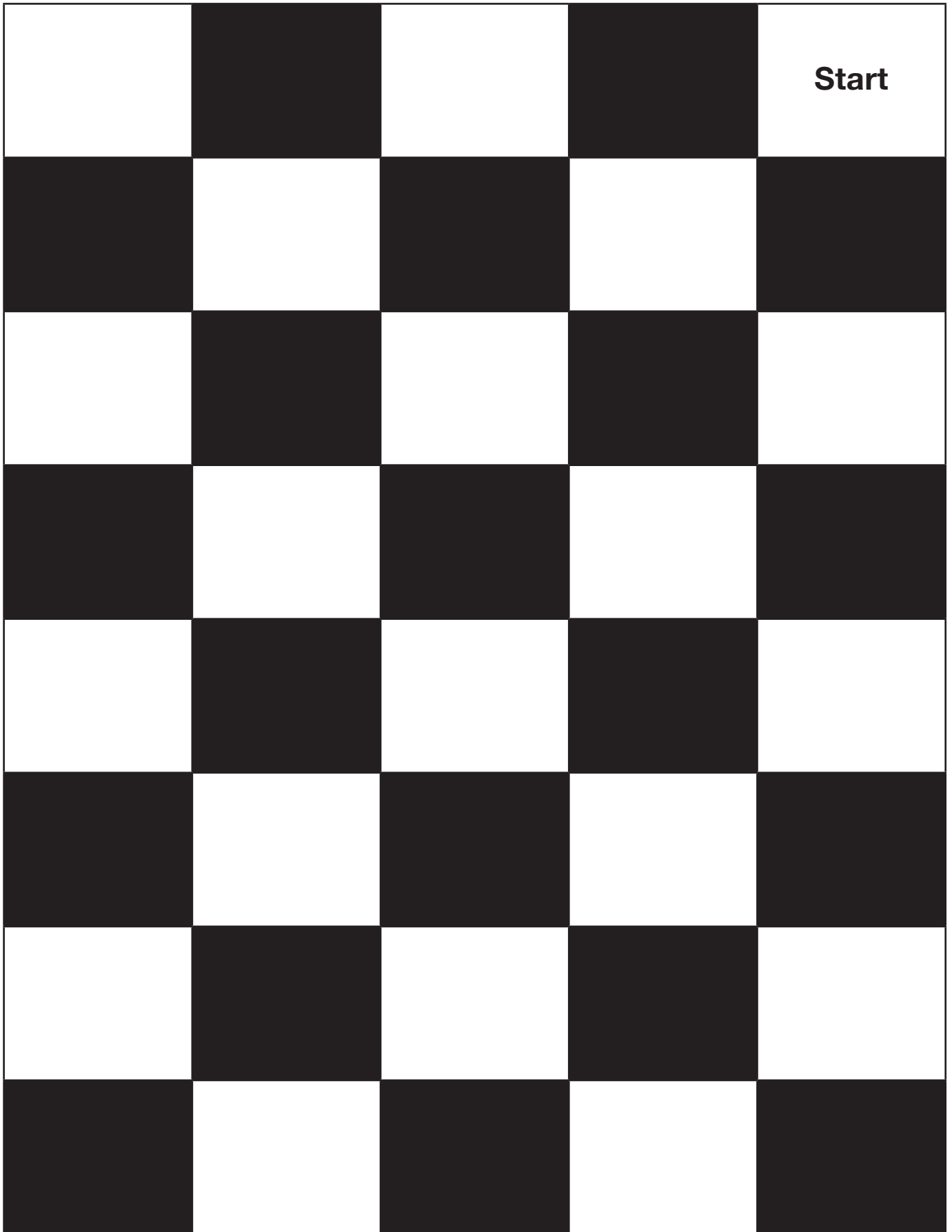
1. Everyone gets a role card, saying either 'immigrant' or 'native'. Explain that they all just moved to the same town. They want to find a job, new friends – start a new life. The 'natives' come from another town in the same country, but in their hometown the economic situation is very bad and there are no jobs for young people, so they decided to move. The 'immigrants' came from a country where a civil war broke out some months ago. It is impossible to find work and the situation has become too tense to be bearable anymore.
2. Explain that everyone starts with 50 money points (written on a table).
3. Deduct 20 money points from all immigrants. Explain that they have to pay the people who organised their escape from their home country.
4. Start the board game. Everyone throws a dice once, and the player with the highest number starts.
5. One after the other they throw the dice and move forward the number of places they threw. If they come to a black field, they take a card and read out both the instructions for the immigrants and for the natives. They follow the instructions for their role.
6. When everyone has arrived at the last place of the board, they count their money. Whoever has most money left has won the game.

## Debriefing

- How did you feel in your role?
- What problems did you find worst?
- Was it fair?
- Do you think the game reflects reality?
- Are there other challenges that immigrants face?
- Why do immigrants leave their own country?
- What needs to change to make the situation fairer?



## Appendix 1: Board







## Appendix 2: Chance Card

<p>Your cousin moves to the same city. You are very happy to know someone else.</p> <p>Your cousin and you support each other wherever you can. You can throw again.</p>	<p><b>End of the month. You will still have some of your savings.</b></p> <p><b>Native:</b> Very good, you keep them for next month.</p> <p><b>Immigrant:</b> You send your savings back home. Pay 3 money-points.</p>
<p>You are writing lots of job applications, but you don't find anything because the competition is so high and there are not enough jobs.</p> <p>Pay 3 money-points to cover your living expenses.</p>	<p><b>You found a company that would like to employ you on a short-term contract.</b></p> <p><b>Native:</b> Of course, you take the job; this is a great chance for you although it is just for some months. Your first payment is 3 money-points.</p> <p><b>Immigrants:</b> Of course, you want to take the job, but you did not get your work permit yet. This means they cannot employ you. Pay 3 money-points to cover your living expenses.</p>
<p><b>A restaurant offered to employ you.</b></p> <p><b>Native:</b> This is well below your qualifications, but it is okay to earn some money, at least you get tips as well. You get 5 money points.</p> <p><b>Immigrant:</b> As you don't speak the language very well yet, you can only work in the kitchen. The restaurant agrees to employ you even without work permit, but this means you will earn less. You get 3 money-points.</p>	<p><b>You need to register your residency in the new town. You go to the city hall very early in the morning to avoid long queues.</b></p> <p><b>Native:</b> You are waiting for half an hour, then you have to pay 1 money-point for your registration.</p> <p><b>Immigrant:</b> You are waiting in the foreigners' queue for two hours, then you have to pay 3 money-points for your registration. You are asked to come back next week to bring additional documents. You miss your next turn.</p>
<p><b>You finally want to work in the profession you have studied, but it's very difficult to find a job in that area.</b></p> <p><b>Native:</b> Miss your next turn to write job applications.</p> <p><b>Immigrants:</b> Your diploma from university in your home country is not accepted. Miss two turns to take a course to convert your qualification and pay 3 money-points to pay the course.</p>	<p><b>You want to find friends in the new city.</b></p> <p><b>Native:</b> it's not easy to get to know new people – you don't have much time and people who lived here their whole life seem to be quite closed.</p> <p><b>Immigration:</b> You get in contact with a group of people from your world region – they meet in church every week and you find good friends there. You can throw the dice again.</p>



<p><b>You get bad news from home.</b></p> <p><b>Native:</b> Your dad is in the hospital and needs to get surgery. You are really worried and go home over the weekend. Miss one turn and pay 1 money-point.</p> <p><b>Immigrant:</b> There was a big attack in your hometown and your brother was killed. He was the only one of the family who had paid work. Now you have to send more money home. Pay 5 money-points.</p>	<p><b>You fall in love!</b></p> <p><b>You are really happy and you can take another turn.</b></p>
<p><b>Payment day!</b></p> <p><b>Native:</b> You get paid 3 money-points from your current job.</p> <p><b>Immigrant:</b> You get paid 2 money-points from your current job.</p>	<p><b>End of the month! You still have savings.</b></p> <p><b>Native:</b> Great, you can go on a short trip. You pay 1 money-point.</p> <p><b>Immigrant:</b> You send money to your family. Pay 3 money-points.</p>
<p><b>You are at a party with some of your new friends. At midnight, you get very tired and decide to go home.</b></p> <p><b>Native:</b> You walk home and fall into bed.</p> <p><b>Immigrant:</b> You are on your way home when suddenly a group of men stops you. They tell you that you should go back where you come from and then punch you in the face. Luckily, someone passes by with a car and brings you to the hospital. You miss a turn.</p>	<p><b>You think there are not enough cultural activities going on in the city. Therefore, you join a meeting of the culture committee to support their work.</b></p> <p><b>You have some good ideas and find people who will organise a concert together with you. This gives you a lot of motivation for the week. You can play again.</b></p>
<p><b>Soon there will be holidays. Everyone is talking about where they want to go.</b></p> <p><b>Native:</b> You will go to Turkey – it's very cheap and they have nice beaches. Pay 2 money points.</p> <p><b>Immigrant:</b> You would like to go to Turkey with your colleagues. You pay for the visa, but you don't get it. You will stay at home. 1 money-point for the visa costs.</p>	<p><b>In your job, you work closely with clients. You have just got a new project with a new client.</b></p> <p><b>Native:</b> the client is very friendly and you get a bonus after the successful project. You get one money-point.</p> <p><b>Immigrant:</b> The client is a racist and does not want to work with foreigners. You have to do everything on your own and lose a lot of time. Miss a turn.</p>



<p><b>You have to take a loan from the bank.</b></p> <p><b>Native:</b> You have heard a lot in the news about a new system that will save you some money when taking a credit. You pay 2 money-points.</p> <p><b>Immigrant:</b> you have no idea how these things work in this country. You just go to the bank and take what they tell you. You pay 3 money-points.</p>	<p><b>You are looking for a flat, which is not easy in a popular city like this. Many people move here and the prices are very high. You have found one that you like a lot.</b></p> <p><b>Native:</b> the landlord likes you and believes that you are able to pay the rent regularly. You get it!</p> <p><b>Immigrant:</b> The landlord tells you that he wants a tenant that speaks his native language perfectly. You need to continue looking for a flat. You miss your turn.</p>
<p><b>You need to find a new job.</b></p> <p><b>Native:</b> You find an interesting challenging job where you learn a lot. You earn 3 money-points.</p> <p><b>Immigrant:</b> You don't manage to find anything interesting despite very good qualifications. In the end, you take a job where you clean offices in the nights. You earn 1 money-point.</p>	<p><b>Your wallet has been stolen.</b></p> <p><b>Native:</b> Very annoying! You lose two money points for the money that was in there and an additional point to get the documents back.</p> <p><b>Immigrant:</b> Very annoying! Especially that the police didn't want to believe you at first. You lose two money-points for the money that was in there and two additional points to get the documents back. You also have to miss a turn because you have to stand for three hours in the queue to get a new residence card.</p>



# PEOPLE ON THE MOVE

Age: 12+

Group Size: 12-20

Duration: 90 minutes

## Overview

Creating comics to develop a general understanding of the mobility of young people and the problems connected to it.

## Objectives

- Discover and structure different motivations for people to move
- Reflect how many people move and about the relation to the system we are living in
- Discuss why borders make (no) sense and which influence nations and its borders have on people

## Materials

- Cards (green, red, yellow)
- Marker
- A4 paper
- Flipchart paper
- Markers

## Step-by-step instructions

1. Explain to the participants that we will reflect about reasons to move by creating stories about fictional characters.
2. The first step is done individually. Provide the group with red, yellow and green cards and give them the task to write down five reasons why people move. Depending on the kind of reason they have to write it on different coloured cards: on red cards, they should put down reasons that people have to move, on green reasons that people want to move and on yellow if it is more something in between. They have to write at least one red and one green card – the other three they can choose whichever they like. All these cards are gathered in the middle in three piles – each in one of the colours.
3. Now, the participants have to get together in three smaller groups. Every group should take one of the piles and should come up with two to three migration/moving stories – each should be based on a different reason from their pile. They have to come up with a main character who moves because of that reason and they have to think which stations the main character has on their move.
4. Go through the process of moving: for each story, the group has to make a cartoon with the different stations. It is not about art, it is about the stories! The groups have 30 minutes to come up with the comics. Afterwards the groups have to present their stories/comics to the other participants.

## Debriefing

- What have you seen in the different stories? Were there any patterns?
- In which of the stories did visa play a role?
- What of this is migration, what flight? Who of the characters was a refugee, an expat, a migrant? What is the difference between migrants and expats?
- What does this tell us about the realities of migration in society?



# IMMIGRATION TO EUROPE

**Age: 8+**

**Group size: 15-40**

**Duration: 120 minutes**

## Overview

This simulation exercise leads the participants through the different stages symbolising the different obstacles immigrants face when they arrive in a new country.

## Objectives

- Experience the obstacles immigrants face when arriving in a new country
- Reflect on the discrimination towards immigrants
- Identify possible approaches to fight against discrimination of immigrants

## Material

- A big outdoor space
- Obstacles (e.g. chairs and tables)
- String (to put between two trees)
- Stamps (made from sticky tape coloured in two different colours)
- 3 flags (symbolised by scarves)

## Preparation

- Prepare an 'obstacle course': a path with chairs or tables placed as obstacles. You can also include a spider web made out of string with holes big enough for the participants to fit through.
- Put a rope between two trees (about 1.5m high).
- Prepare 60 'stamps' – 30 in one colour, 30 in another, made from the coloured sticky tape.
- Look up immigration rules in your country.



## Step-by-step instructions

1. Explain that in the next 1.5 hours, the participants will have to fulfil a series of tasks representing the challenges immigrants face when they try to move to and settle down in a new country. In some they will work together, in others they will compete against each other. The aim is to fulfil all the tasks, which will enable them to have a good life in the new country. Don't tell the participants what the different tasks symbolise.
2. Getting to the new country  
The participants go in pairs and have to pass the 'obstacle course'. A facilitator is observing the obstacle course and can send participants back to the start for no reason, or stop them moving through the course.
3. Bureaucracy to receive resident permit  
The participants are told to take off some of their clothes, put them all together and order them from dark to light colours. Then they have to form a word with all their clothes (e.g. 'immigration' or the name of the country you are in).
4. Receive a work permit and find a job  
The participants have to cross a 'wall' made of a rope between two trees, about 1.5m high. They cannot touch the rope. They can help each other but everyone has only two attempts. A facilitator takes note about who needed one attempt, who needed two attempts and who didn't succeed.
5. Advancement in society  
There are three groups representing different social classes. The groups have two or three different missions to accomplish, depending on their class:
  - Steal flags from the other groups.
  - Put stamps on a piece of paper from a higher social group in order to advance to their level.
  - Protect their own flag and stamp sheet.  
Every social group needs to prepare a flag (you can use a scarf). They have five minutes to hide their flag. During the rest of the game, all groups try to find the flags of the other two groups.
  - The middle class and the upper class both have a sheet of paper, which is put on a tree/wall.
  - The lower class has to put 20 stamps on the sheet of the middle class.
  - The middle class has to put 10 stamps on the sheet of the upper class.
  - The middle and the upper class have to defend their sheets. They are not allowed to use force when defending – they can defend their sheet through standing in front of it, but no one should be allowed to push others around or use any forms of violence.

**The game is over when one group has accomplished their tasks.**

## Debriefing

- How do you feel now?
- Did you feel disadvantaged in any of the activities?
- What was the most difficult step for you?
- What did you enjoy most?
- What could the different steps symbolise in the life of an immigrant?
- What are the different steps an immigrant has to take when arriving in a new country? (It might be useful to look up the immigration rules in your country to add to the discussion.)
- Why is it so difficult to become a citizen and advance as an immigrant?
- Why do people emigrate, despite all the difficulties they face in the new country?
- Is immigration good or bad (For whom, and why?)
- What can you do to support immigrants?



# REFUGEE CHAIR GAME

Age: 12+

Group Size: 15-20

Duration: 45-60 minutes

## Overview

Creating human world maps to understand the figures and global disproportions behind global migration.

## Objectives

- Reflect on migration streams all over the world
- Discuss the global power structures

## Materials

- As many chairs as participants
- Table with real numbers of world population, wealth distribution and number of refugees per country (appendix)
- Cards
- Markers
- Poster

## Step-by-step instructions

1. Put six small cards on the ground saying 'Europe', 'North America', 'Latin America and Caribbean', 'Africa' and 'Asia' and 'Oceania' so that they create a very rough world map on the ground. Then tell the participants that they symbolise now all the world's population and that they have to distribute themselves on the different continents as they think the real distribution is. After they negotiated this to an end as a group you can give them the real numbers and redistribute them according to the facts.
2. In the second round ask the participants to distribute the chairs symbolising the wealth distribution all over the world (according to the GDP). Analogue to the first round when they are done you give the real numbers and redistribute the chairs according to the real numbers.
3. **Ask:**
  - Did you have different numbers in your mind? If yes, why?
  - What do you think about this disproportion?
  - The third round is about refugees and refugee streams. Again, they as persons have to position themselves according to how many refugees are coming into which continent. Again, when the group is done you can give the real numbers.

## Debriefing

- What was most surprising to you and why?
- What do you think about the disproportion between flight, population and wealth?
- How is this disproportion created?
- What do you think about fleeing to another country because of poverty? (Explain that poverty is currently not seen as an accepted reason to be recognised as a refugee).
- What can we do to address this disproportion?



## Appendix: Facts

### World population by region (2018)

Asia . . . . .	4,545,133,094
Africa . . . . .	1,287,920,51
Europe . . . . .	742,648,010
Latin America and Caribbean . . . . .	652,012,001
North America . . . . .	363,844,490
Oceania . . . . .	41,261,212

### Average GDP per capita by world region (2016, IMF)

North America . . . . .	41,830 \$
Oceania . . . . .	35,087 \$
Europe . . . . .	21,767 \$
Latin America & Caribbean . . . . .	8,520 \$
Asia . . . . .	5,630 \$
Africa . . . . .	1,809 \$

### Number of displaced persons per world region (2017, UNHCR)

Americas (North and South). . . . .	16%
Asia and Pacific . . . . .	11%
Europe . . . . .	17%
Africa . . . . .	30%
Middle East and North Africa. . . . .	26%

### Top hosting countries (2017, UNHCR)

Turkey . . . . .	2,9 Million
Pakistan. . . . .	1,4 Million
Lebanon. . . . .	1 Million
Iran. . . . .	979,400
Uganda . . . . .	940,800
Ethiopia . . . . .	791,600

This activity is adapted from:

*'MIRACLE – Migrants and Refugees – A Challenge for Learning in European Schools'*





# ALL EQUAL ALL DIFFERENT

Age: 6-10

Group Size: 5+

Duration: 60-90 minutes

## Overview

This is a game that engages children to make masks to discuss the diversity of identities.

## Objectives:

- Raise children's awareness of diversity and equality
- Encourage children to see diversity as something positive
- Gain an understanding that although everyone is different, everyone still has the same rights and nobody should be discriminated against because they are different

## Materials

- Two paper plates with eyes already cut out for each participant
- Napkins or tea towels
- Coloured pens (optional: other decorating materials like glitter, sequins, feathers, foil, etc.)
- String to bind the plates around the head

## Step-by-step instructions

1. Hand out a paper plate with eyeholes to each child. Ask them to cover their faces with the masks, put a napkin or tea towel to cover their head and walk around the room silently looking at each other.
2. Bring the participants back into the circle and ask:
  - How did you feel to look around and see everyone else looking the same?
  - Could you distinguish who was who?
  - In reality do we all look the same?
3. Then ask the children to decorate their paper plate mask. Ask them to decorate the mask in a way that expresses who they are (their favourite animal, colour, sports, music, etc.)
4. Once the mask has been decorated, ask the children to walk around the room wearing the masks in silence. Then bring the group back into a circle.
5. Ask the group to display their masks on the floor in the middle of the circle.

## Debriefing

- How did it feel to walk around the room the second time as opposed to the first time?
- Which masks best represents reality? The plain masks or the decorated masks? Why?
- What makes people different from each other?
- Can our masks change over time? Have you always liked what's on your mask today?
- Is it positive or negative if we are all different from each other?
- Are people treated the same way if they are different from each other?
- Does it matter which country a child is from? Can they still have similar things on their masks?



# THE FLOWER POWER

Age: 15+

Group Size: 12-18

Duration: 45-60 minutes

## Overview

Gives participants the ability to analyse their own identity and privileges.

## Objectives

- To learn about the topic of intersectionality and privilege
- To analyse your own identity

## Materials

- Copies of the flower power for everyone (materials), or papers to draw their own.

## Step-by step instructions

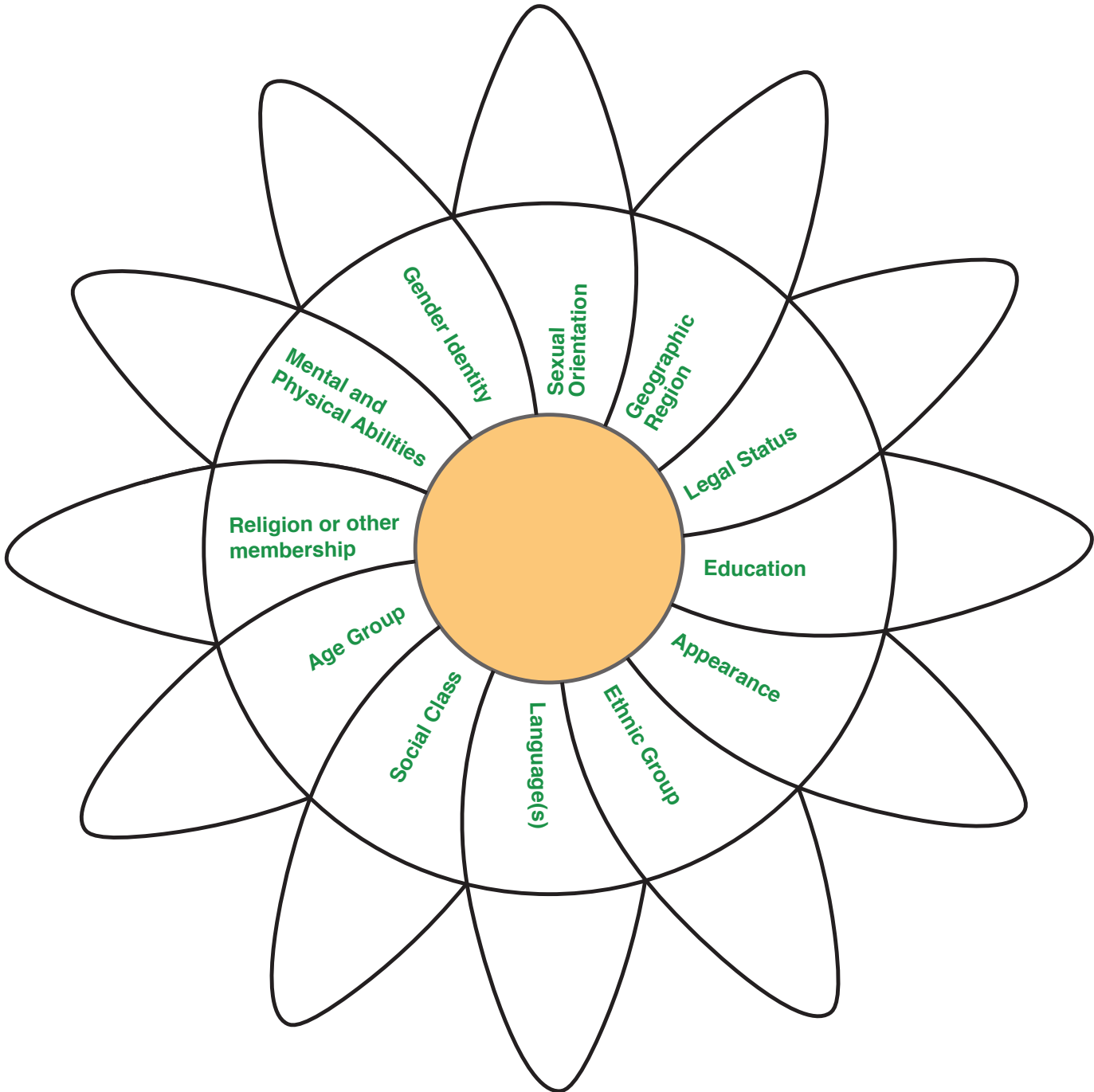
1. Explain to participants how the flower power works: The inside petals are things which could be considered a disadvantage and the outside petals are parts of our identity which could be considered an advantage. Examples could be: ethnicity, language(s), sexual orientation, job status, education, legal status, gender, income or whether you need a visa to travel to Europe or the United States.
2. Participants draw their own flower power diagram and fill it in. Show them the example before doing this or give them copies.
3. Before you debrief, reflect on the term intersectionality. Intersectionality is the concept that we don't have just one identity; we are all made up of multiple identities. These identities, our gender, race, religion and others, which are often categorised as advantages and disadvantages, aren't separate but in fact overlap.

## Debriefing

- Were you aware of the term intersectionality before?
- How does this relate to this activity?
- Was there anything you weren't sure where to place?
- Did you learn anything about yourself?
- How are migrants and refugees affected by intersectional discrimination?
- What can be advantages of migrants and refugees?
- Why do you think it is important to be aware of whether you and others have advantages or disadvantages? (Reflect on the importance of being aware of one's own privileges.)



# Annex: The Flower Power





# WORLD POWER HOUSE

Age: 12+

Group Size: 9-15

Duration: 90 minutes

## Overview

The aim of this game is to simulate world politics in a very simplified way.

## Objectives

- Engage young people in understanding world power dynamics and how this affects migration and refugee crisis
- Develop problem solving skills
- Understand in more detail the role of the United Nations

## Materials

- Cards (pre-made with USA, EU, UN, Latin America (2x), Africa (x2), corporation (x2) and press written on them).

## Step-by-step instructions

1. At first everyone has to draw a card from the pile of possible roles, which are: USA, EU, UN, Latin America, Latin America, Africa, Africa, corporation, corporation. As a special role, you can as well give one person the role of the press.
2. Explain that they should think about how world politics work at the moment and create their roles based on this. Guiding question for this creation and getting into the roles are the following:
  - What are your relations to all other players/roles in the game?
  - What do you want to achieve in terms of world politics?
  - What are the demands of the population towards you?
  - What is your strategy to achieve as much as possible?
3. Explain to the participants that the aim of the activity is for all of the players to come up with a solution about how to manage the so-called 'refugee crisis' affecting receiving and transit countries as the result of mass migration from war torn countries. All players must try to come up with a consensus-based outcome, considering the perspectives of all of the representatives. This will be done through plenary sessions – where all stakeholders come together – as well as negotiation time where the different players can interact with each other on a bilateral or multilateral basis. They can take this time to negotiate and agree on things to work towards their goals. A strict ten-minute timeframe is given for each plenary session and another ten minutes for each negotiation period.
4. The activity starts with a United Nations meeting, followed by negotiation time. During the United Nations meetings, all players gather in the plenary and can discuss issues that are brought in by the members to try to come up with a strategy or solution. These meetings are moderated by the UN. After the plenary, there is time for negotiations before coming back to the plenary. The plenary and negotiations phases are repeated twice more, totalling three rounds. In the second negotiation time, the UN declares a state of emergency in EU countries in response to the refugee crisis. After three UN meetings, you end the game – no matter whether a solution or a big common plan is created or not.
5. After you finished the simulation activity, do a small exercise to get everyone out of the role: Ask everyone to stand up and shake their arms and legs in order to 'shake off their roles'. In the debriefing, they will not talk in their roles, but as themselves.

## Debriefing

- How did you feel in your role?
- Do you feel that you 'won'?
- What was surprising to you?
- Do you think such a simulation reflects what really is going on?
- What did you learn?



# 3 THINGS

**Age: 8+**

**Group Size: any**

**Duration: 30 minutes**

## Overview

This activity uses discussion and diamond ranking to help people understand what it is like to suddenly flee one's home.

## Objectives

- Develop understanding about what it is like to have to flee your home
- Practice decision making and consensus building skills
- Foster empathy and solidarity with refugees

## Materials

- Post-its or small squares of paper (approx.. 8cm x 8cm), three per participant
- Pens or pencils, one per participant

## Step-by-step instructions

1. Introduce the topic of migration by brainstorming the reasons why people move to live elsewhere. Try to get participants to think about migration in general. Examples of why people move are for study and work, because it is their way of life, because of flooding, earthquake or drought, war and persecution. At the end of the brainstorming, summarise the different reasons people give for moving into two lists, according to whether they are 'push' (war or persecution in the home country) or 'pull' (better opportunities for work and study in another country) factors.
2. Explain that in the activity they are going to imagine that they are being forced to flee their homes. Refer to the brainstorm and point out the 'push factors' that cause people to flee, for instance war, natural disasters, persecution or terrorism. Then ask the group to guess how many displaced people there are in the world (65.6 million in 2017)
3. Now ask them to get into small groups, and hand out the small pieces of paper and pencils.
4. Ask everyone to imagine that they have to flee their home suddenly for a particular reason and that they can only take three things with them. Which three things would they take? They should write one thing on each piece of paper.
5. Next, ask each person in turn to present their choices and to explain the reasons for their decisions.
6. Now tell the participants to work together to discuss the various choices and reasons, to try to come to a consensus, and to prioritise the items using diamond ranking (see appendix).
7. Finally let them go round and see the results of each group's work.



## Debriefing

- Were there any surprising items people wanted to take with them?
- Was it easy to rank the items? What sorts of differences of opinion were there within the groups?
- How similar or how different were the different groups' rankings?
- How practical were people? Did you think mainly about your physical survival or did you also think about your emotional or spiritual needs?
- How difficult would it be if you really had to flee?
- What would you miss most if you had to flee?
- Do you know anyone who has fled their home?
- Is the activity realistic? Can people always choose what to take with them?
- What about children and young people? Are their specific needs likely to be taken into account when their parents are packing?
- What can we do to draw attention to the needs of refugees in our community (or across the world)?
- Which human rights specifically protect refugees?

## Tips for facilitators

At step 4 you will need to set the scenario so that participants are working within the same framework. Choose a situation that will be most appropriate or interesting for the group. 'War' can be challenging if no one has had direct experience of it, but a scenario involving a terrorist attack could be more realistic.

Try to create a scenario that can be imagined as a possibility. If you choose 'flooding' as a cause, then if your town is in a valley, it makes sense to say that the river level is rising and flash floods threaten to sweep away bridges and water will flood the whole surrounding area. On the other hand, if you live in a hilly or mountainous area, then danger may be of heavy rains that cause a landslide of mud engulfing the town. You may need to clarify that people should imagine that they are fleeing their own homes, that they will not be able to return and that they have to move a long way away for a long time, possibly forever.

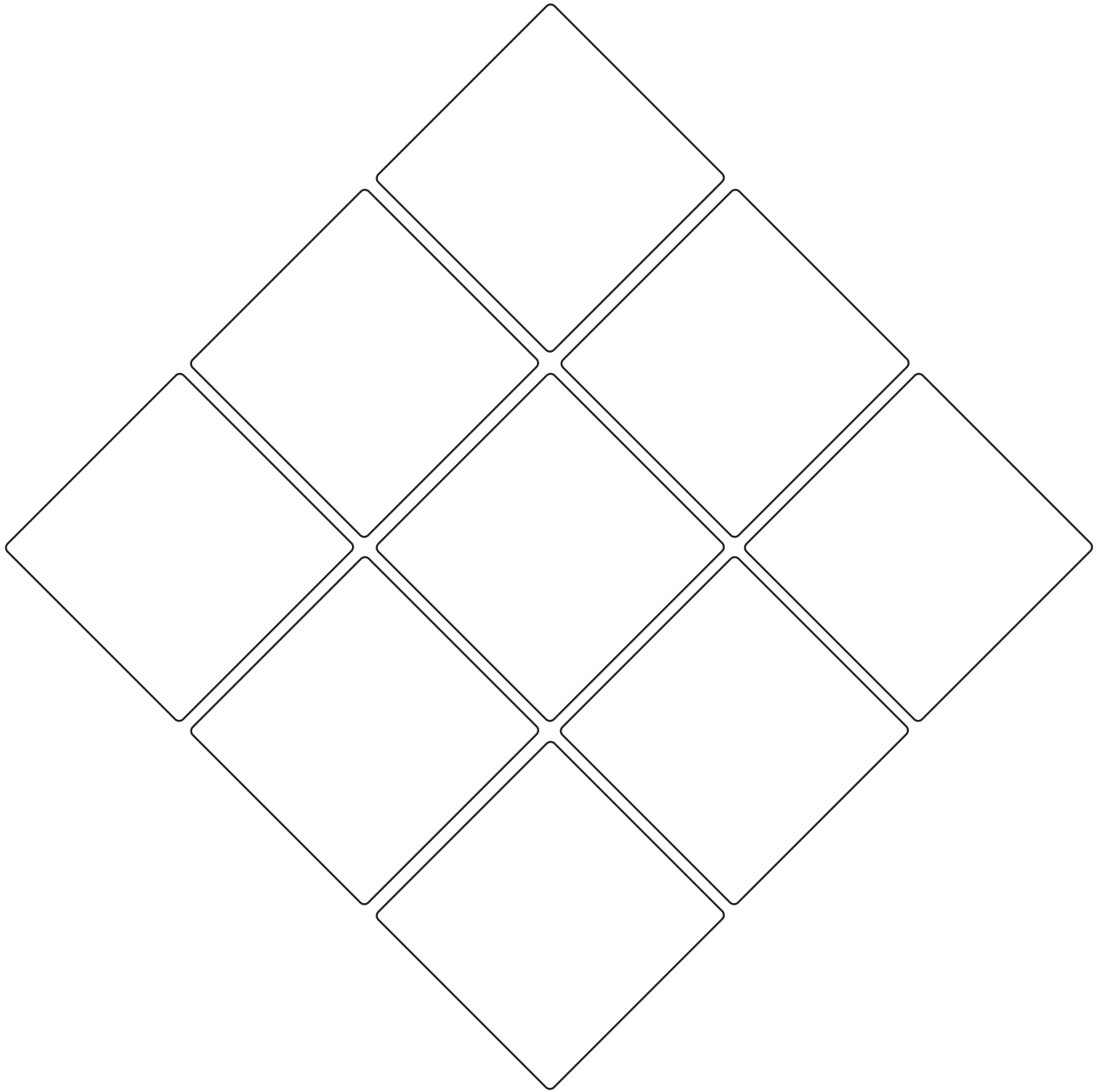
The items people choose, and how practical they are, will depend on the maturity of the participants. What people take will also depend on many factors, for instance the weather, the time of year and the reason they are fleeing. For example, if there is flooding and they cannot swim they may take something to use as a raft. It is important to stress that there are no right and wrong answers when it comes to personal choice and preference, although there may be some choices that are wiser and more practical than others.

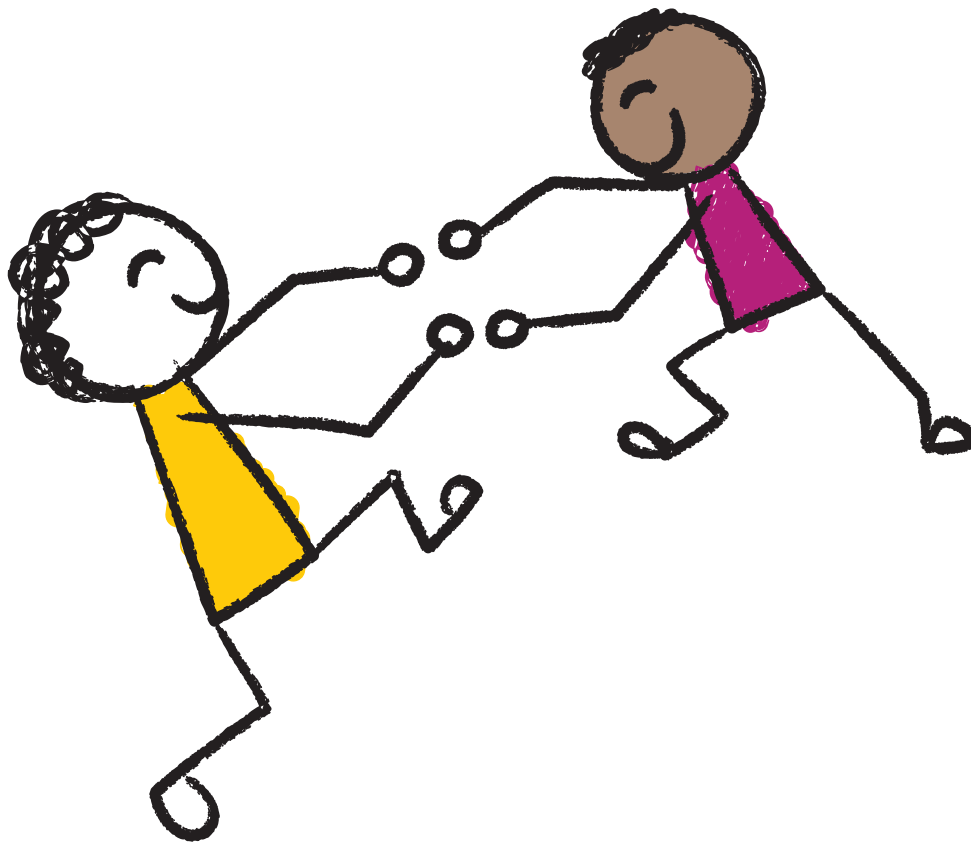
When asked, asylum seekers in Denmark who had fled from war and persecution all said that they took money as a first priority. A passport or ID was important, 'but you can always buy false documents if you need them', they said. The same goes for warm clothes and food; with money you can always get things.

*This activity is taken from the publication 'Compass' of the Council of Europe.*



# Appendix: Diamond Ranking





# VISAS





# THE WASHROOM GAME

Age: 6-15

Group Size: 15+

Duration: 30 minutes

## Overview

Simulating visa and immigration policies and practice to engage children to reflect on the challenges when applying for visas.

## Objectives

- Explore visa application challenges
- Understand that rules are not the same for everyone

## Materials

- 3 Tables and chairs
- Post-its (Green and Red)
- A4 Papers and markers

## Preparations

- Block the entrance of the room or open space where the activity is going to take place with 3 tables and put the chairs behind the table to look like a formal interview setting.
- In front of the table, put a visible or large sign that reads 'Washroom Application Point', in another part of the room put another sign that says, 'Washroom Officer' and in another corner of the room/space, put a sign that reads 'Washroom'.

## Step-by-step instructions

1. Explain to participants that they are going to play a game about accessing the washroom. Set aside three of the participants to act as the interviewers at the washroom application point and one participant to act as the washroom officer. (These roles could also be played by facilitators.)
2. To get to the washroom, all participants need to go through the Washroom Application Point and be interviewed. Whether or not they pass the interview will depend entirely on the person interviewing them. The interviewer can ask the participants the following questions:
  - Why do you want to use the washroom?
  - Have you ever used the washroom before?
  - How long do you plan to use the washroom?
  - How can you prove that if we allow you to use the washroom, you are going to leave the washroom after using it?
  - Any other question that the interviewer will like to ask.
3. If the interviewer thinks that the participant has answered the questions rightly, and grants them a pass to use the washroom, they will give the participant a green post-it. If the interviewer does not grant the participant a pass to the washroom, they will be given a red post it. Participants with green post-its will take it to the Washroom Officer who will examine it and allow them to use the washroom while participants with red post-its will have to return home.

## Debriefing

- How did you feel participating in the activity?
- Do you think that you answered all the questions correctly? Where these questions necessary?
- Was your application to use the washroom accepted or rejected? Why?
- How did it feel to really want to use the washroom but not being able to?
- Were the people conducting the interview nice to you?
- Do you know of situations in real life where despite meeting all the requirements, your application is still rejected?



# VISA - FOR WHAT?

**Age: All ages**

**Group Size: 6-20**

**Duration: 60 minutes**

## Overview

Role play activity about different kinds of visas and about dissecting reasons why some people find it harder to travel than others.

## Materials

- Flipchart papers
- Markers

## Objectives

Develop a basic understanding of the different kinds of visas

## Step-by-step instructions

1. In an open talk, the group should think about what are some reasons to go to another country. Select the reasons and write them down. Possible reasons:
  - Travelling
  - Working
  - Studying
  - Adoption
  - Refuge
2. In small groups the participants should think about the requirements that they would have to fulfil to move for these reasons. Each group will work on a different reason. Are the requirements the same for everyone in their group? They should write all requirements on a flipchart paper.
3. After some time the groups present the results to each other.

## Debriefing

- Are all people going on holidays?
- Is it possible for all people to visit Europe or the USA?
- How are the requirements different for different people, in your group or people in other countries/ with different backgrounds?
- Is it easy to get a visa?
- Is everybody welcomed warmly into your country?
- Why do some people face tougher visa processes?
- Are people's identities ever an obstacle to migrating?



# VISA MINEFIELD

Age: 6+

Group Size: 10+

Duration: 40 minutes

## Overview

Obstacle course to reflect on how unsettling it might be to have to move from one country to another without knowing what is laying ahead.

## Materials

- Masking tape
- Paper or big objects
- Blindfolds

## Objective

Give a first idea about the reality of mobility

## Preparation

- Put two tape lines in two extremes of the room
- Scatter some objects, like chairs or tables around the room. Otherwise you can use some paper sheets.

## Step-by-step instructions

1. Tell participants that they have to cross a minefield to go from one side of the room to the other. The challenge will be that they will have to do so with their eyes covered and someone else will guide them verbally.
2. Tell the participants to go into pairs and go to the start line and ask one of the pair to cover their eyes.
3. Each time someone gets to the finish line, they can open their eyes and switch roles to guide the other person to them.

## Debriefing

- How did you feel being guided through the unsafe environment?
- How did you feel guiding someone?
- Was it different for those who had each role as a first?
- What were your major difficulties in both roles?
- Were you bothered by external influences? (i.e. other people indications)
- If going through the minefield is exercising your right to move, what would be the 'bombs'?
- Do you think what you felt is similar to what people trying to move feel?

## Tips for facilitators

- You might decide to change the obstacles positions.
- You can set a maximum amount of time for the whole group to pass and make it more cooperative.



# PARTY PEOPLE

Age: 12+

Group Size: 15-20

Duration: 60-90 minutes

## Overview

Short simulation showing how people are treated differently depending on their status.

## Objectives

- Experience unequal treatment of people
- Discuss that mobility is easier for some people than for others

## Materials

- Pack of playing cards
- Papers
- Flipchart paper
- Coloured cards
- Tables

## Preparation

- Set up a 'door' in your room, this could be two chairs with space in between.
- At one side of this 'door', you can prepare a party space with some drinks, snacks, balloons, etc.



## Step-by-step instructions

1. Distribute playing cards: Remove the jokers, jacks, kings and queens from a regular deck of playing cards. Shuffle the deck and ask participants to come to you one by one and receive a card from you. Instruct each participant to stick the card on their forehead, facing out so that everyone can see what's written on the card except the person who received it.
2. Read this to the group: This evening there is going to be a once-in-a-lifetime party organised in your town. Everyone will want to be there, as there is plenty of food and drink, lots of great people, good music and lots of fun. You all prepare to go to the party.
3. Explain that the first rule in the party is that you have to interact with as many people as possible. During each interaction, you must treat each person based on the number of the card on the person's forehead without telling them what the number is. For example (2 is lower than 3 which is lower than 10. 10 will be the VIPs so the higher the number, the better you must treat the person). Even if you are surprise/confused/shocked about the kind of treatment that you are receiving from your fellow co-workers, please do not tell them anything about the number on their cards.
4. Then explain that the party will take place in your meeting room. Two facilitators (or participants who have been briefed beforehand) are guarding the door. They will check everyone's card on their forehead carefully before letting them through the door. People with a 1 are denied entry. People with numbers 2 and 3 can be asked questions on their reasons to be at the party. Others are left through without questions.
5. Start the role play.
6. When participants have engaged with each other for 10-15 minutes, call all participants to gather in the middle of the room/space where the activity is taking place. Instruct them not to look at the numbers on their cards until you tell them to do so.
7. Proceed by asking all the participants to form a single line from the lowest (number 1) card number to the highest (number 10) based on the treatment that they got from the other party members. For instance, if one participant thinks that they got the worst form of treatment, they should stand at number 1. Ask the participants to do this without telling others if they are out of place.
8. Once a single-file line is formed, tell the participants to check their cards to see how well they correctly guessed their status.

## Debriefing

- How did it feel being well treated by the people guarding the door and by other guests? Why were they treating you nicely? Or not nicely?
- How did it feel being inside the party but not receiving the same kind of treatment as someone who has a 10?
- How did it feel not being let in?
- How does this relate to the realities in society around visas?



# WHO MAKES THE RULES?

Age: under 12+

Group Size: 15-30

Duration: 40 minutes

## Overview

Running around activity to help children explore how power imbalances affect the immigration system

## Objectives

- Reflect on how it feels to have no control over rules that affects our lives
- Understand that the rules are not the same for everyone in a capitalist system

## Materials

- A ball
- String
- Scarf

## Step-by-step instructions

1. Divide the group into two teams. Ensure that you keep three people aside who will form a panel that makes the rules for everyone else.
2. Explain to the group that they are going to play a football game. During the football game, they have to obey the rules of the panel whether they like it or not. Anyone that does not obey the rules will be kicked out of the football game. The panel can also add new rules during the game. The panel has the right to tell the players to stop and they call out the new rules, which the players are supposed to obey. The panel should make some rules that apply to everybody and some that just apply to one team. The same team should always be at a disadvantaged position.

## Some suggestions of the rules

- All players need to run with their hands behind their backs
- One team has their legs tied together in pairs
- One team should have a bigger goal post than the other
- One goalkeeper should be blindfolded
- The panel can give new rules in a language other than the ones that the players understand

## Debriefing

- How did it feel that other people kept making up new rules?
- How did it feel to not be in control?
- Why should those 3 people in the panel be allowed to change the rules?
- How did each team feel to be advantaged/disadvantaged?
- Did you know of situations in real life where the rules are different for different people or where the rules are made by some people and obeyed by others?

## Tips for facilitators

Explain to the children that the point of the game was to understand how it feels when you do not get a say in the rules that affect you, or when you do not understand them but you have to obey them. This is how it feels for young people especially from poor countries who have to obey immigration rules that do not take into consideration their needs or that of an increasingly globalised world.



# WHY DO VISAS EXIST?

Age: 12+

Group Size: 15-20

Duration: 60-90 minutes

## Overview

Talk show activity to discuss visa policies

## Objectives

- Think through why visas exist and how they complement our reflections about borders
- Discover which interests are mainly driving the mechanism/ system of visa
- Discuss alternatives to visas

## Materials

- Post-it notes
- Pens
- Flipchart paper
- A fake microphone

## Step-by-step instructions

1. Explain to the participants that now you are going to explore a bit more in detail the reasoning behind visas. For this you are using a role-play method by playing a talk show situation.
2. Split the group into three smaller groups and divide the roles between them: one should be a speaker for governments, one for the economy/corporations and one for an opposition socialist party.
3. Each group has to prepare an argumentation on why visas make sense (or maybe no sense) for their role. They have to appoint one person to speak for the group in the talk show. They have 25 minutes to prepare their reasoning.
4. They have to prepare an opening statement, some questions for the other groups and be ready to answer some questions that the others may have for them, so it's also important to think about which statements the other groups might come up with.
5. After these 25 minutes you are going into acting out the talk show. One of the facilitators moderates it, introduces the speakers first and then gives the floor to the different participants. After their introductory statement, they should also have the chance to answer questions of the other participants.

## Debriefing

### Thinking about their roles:

- Was it difficult to come up with ideas?
- Did the other groups say what you were expecting?
- What surprised you from the other group's reasoning?

### Now, as themselves:

- What do you agree with?
- Do you think visas make sense?
- How are they used to stop people from moving?
- Do they work the same for everyone?
- Thinking specifically about the corporations, are they having the same barriers to move their products or to move money?



# WHAT DO THE EMBASSIES WANT TO KNOW?

Age: 15 +

Group Size: any

Duration: 60 minutes

## Overview

Having a look at visa application forms to discuss their accessibility.

## Objectives

- Take a look at real examples of visa forms
- Discuss the information asked there and its relevance

## Materials

- Visa forms
- Flipcharts
- Writing materials
- PCs and internet (depends on step 1)

## Preparation

- Look for visa forms (or ask participants to search online)

## Step-by-step instructions

1. Print out visa forms from different countries. It is also possible that the participants search them on their own on the internet.
2. Then they should try to fill the visa form.
3. Write on a flip chart paper what are the main things asked in the different forms. Look also at what is the most common information they ask.

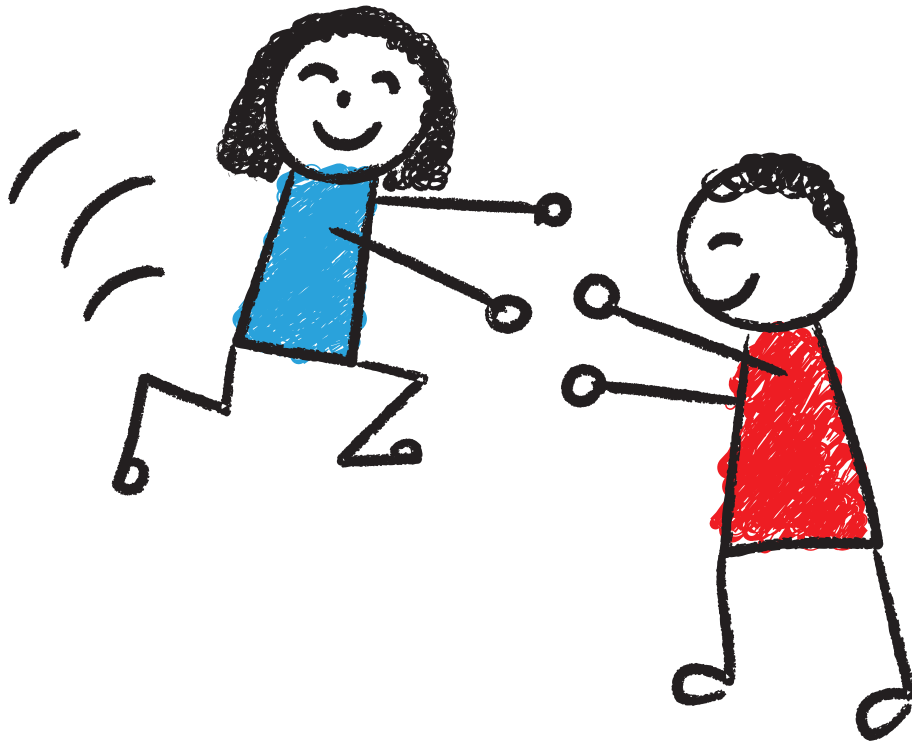
## Debriefing

- If searched, was it easy to find the form? Can everyone look for them? (Access to internet)
- Did anyone look at where you have to present this form? Is it easy to get there for everyone?
- What do you think governments want all this information from you for? Why?
- Do you think they should be asking for all of this?
- Is it easy to fill these forms and is it possible for all people to fill them? Think about the language and the words used.

## Tips for facilitators

You can do a lottery to choose the country for which each participant or team needs to analyse the visa form.





# REGIONAL YOUTH WORK



# DEBATING CULTURE

Age: 12+

Group Size: 10-30

Duration: 60-90 minutes

## Overview

Debate activity to get the participants to reflect on the notion of culture and intercultural learning.

## Objectives

- Introduce the concept of culture and the iceberg model
- Discuss how culture can be used positively and how it can be used as an excuse
- Considering how intercultural learning contributes to working together and peaceful societies
- Think about approaches to promote intercultural learning in their own contexts

## Materials

- Flipchart paper with iceberg drawn on it.
- Markers
- Statements prepared on A4 paper

## Step-by-step instructions

1. Prepare a large iceberg picture on flipchart paper. Ask participants to write on the iceberg elements of culture they can see and not see. Read out the answers and compare with the iceberg concept of culture (see page 16) Ask the participants what they think of it.
2. In the room, fix signs with 'yes' and 'no' on two opposing walls.
3. Explain to the participants that different statements are going to be presented and they need to decide whether they agree or disagree with the statement and go to the appropriate side of the room (without being able to stand in the middle!). Read out the statements below one at a time and ask some participants each round to explain to each other why they (dis)agree. Explain that everybody is free to change sides during the discussion, if they have been convinced by an argument they heard.



## Statements

- Culture is a good thing.
- There is no such thing as national culture.
- Every generation has their own culture.
- Where you are born is the biggest influencing factor on your culture.
- Religion causes divisions between different cultures.
- Being true to your own culture is more important than how others perceive you.
- It is important to protect our own cultures from others.
- Some cultures will never be compatible with each other.
- One should never mimic or use parts of other people's cultures.
- It is not possible to have a peaceful world while clashing cultures exist.

## Debriefing

- Why did some statements have such a variety of answers? Why was there agreement on some answers?
- Do you feel stronger about some of the issues than about others? Why?
- Are there any issues people would like to spend more time exchanging ideas about?
- How does culture affect our lives? What are the risks of taking a culture-based approach?
- How can we use culture to our advantage in intercultural environments? What are the benefits of intercultural learning?
- How do we ensure intercultural learning is a productive process?

## Tips for facilitators

You can of course come up with your own statement that you think will be discussed controversially in your group.



# THE STAGES OF INTERCULTURAL SENSITIVITY

Age: 12+

Group Size: 12-24

Duration: 90 minutes

## Overview

Role play to reflect on intercultural sensitivity

## Objectives

- Understand the developmental model of intercultural sensitivity
- Analyse the difference between ethnocentric and ethno-relative attitudes
- Reflect upon how attitudes can influence relations between people with different cultural backgrounds.

## Materials

- Role cards presented below, a space that can be used as a “stage” for the role play.

## Preparation

- Choose one of the scenarios below as a basis for the role play.
- Photocopy the scenario and prepare the role cards.

## Step-by-step instructions

1. Inform participants that this activity involves a short role play. Divide the group into smaller groups of six (you may wish to have a few participants as observers). Give each group the scenario and each participant in the small group one of the six role cards. Give each group about 10 minutes to prepare themselves individually for the role play.
2. Ask each group to describe the scenario and start the role play. The scene is acted out for 10 minutes after which a decision needs to be taken.
3. Ask all groups to perform one after the other.

## Debriefing

- What happened?
- What did the participants in the audience observe?
- What attitudes did participants observe in the situation related to a new group of people or a minority?
- Are these attitudes realistic? Could you think of a real situation where these attitudes are present?
- What arguments could be proposed to stimulate intercultural dialogue among different groups?

## Tips for facilitators

You can ask for volunteer ‘actors’ before the activity begins to give them more time to prepare for the roles.

The roles in the handout were prepared on the basis of the developmental model of intercultural sensitivity. It is important to explain to participants that these attitudes are not clear-cut in real life and over time.



## Appendix 1: role cards

### Character A

You believe your culture is the only real one. You interact very little with people from other cultures. You do not like to travel to other places. You do not understand or care what cultural differences are since your culture is the only one that matters. You are not very interested in other groups.

### Character B

You understand that people have different cultural backgrounds, but you do not like this. You do not really want to interact with people of different cultures. Cultural difference is responsible for a lot of problems in society. Any interaction with “the others” would only threaten the “purity” of your culture.

### Character C

You understand that people have different cultural backgrounds, but you think difference is not important. You believe most aspects of your own cultural world view are universal. You believe people should be treated the same and make no attempt to understand different cultures or how they influence people’s behaviours. After all, we are all humans, that’s what matters!

### Character D

You acknowledge and respect difference. You accept different behaviours, values and world views. Acceptance does not mean agreement, but you do not judge differences based on ethnocentric and hierarchical world views. You try to understand them. You consider your culture and world view to be just one of the many complex world views. You accept and are interested in interactions with people from other cultures.

### Character E

You interact with people with different cultural backgrounds on a regular basis and this is normal for you. Culture is not a given, it’s a process, it develops all the time. You also learn from other cultures and extend your world view this way. You try to understand others by putting yourself in their shoes.

### Character F

You have a lot of experience of working and living in various cultural contexts. You view your identity as fluid and define it in terms of lived experiences and your relationship to a given context. You have the ability to evaluate different situations and world views from one or more cultural perspectives.



## Appendix 2: Scenarios

- You are the board members of the organisation 'Together for youth!'. You work with young people from the rural areas around the city and run leisure-time activities at the weekend. This year, one of the ideas is that you invite young people from other countries to volunteer in your local activities. The board of the organisation will meet to analyse this proposal to have volunteers from other countries come to your organisation and take a decision on whether to accept this or not.
- You are the board of a school and you need to decide whether the newly arrived students who fled a country where there is currently a civil war can be integrated into your school. Their arrival has sparked a lot of controversy among parents, so you need to carefully analyse the situation before making a decision on whether to accept them or not.
- You are the members of the committee of inhabitants of a block of flats. A foreign family moved in not long ago, and since they arrived there have been complaints from the other inhabitants: some said they make too much noise, others said that they cooked smelly food, others said that they have a lot of children who play all the time with the elevator. You need to carefully analyse these complaints and decide what to do.
- You are the board members of a school, where 40% of the students belong to one of the national minorities living in your country. This year, the parents' association made a proposal to translate all the school messages and the school website into the language spoken by the minority students, in order to state that the school is truly multicultural and respectful of diversity. They have also proposed organising a "week of diversity" to celebrate the different cultural affiliations students have. You need to carefully discuss this proposal and decide whether to accept it or not.

*This activity was developed by Oana Nestian Sandu for the T-kit 4: Intercultural learning, Published by the Council of Europe and the European Commission.*



# FUNDRAISING REGIONAL YOUTH PROJECTS

Age: 15+

Group Size: 12-18

Duration: 90-120 minutes

## Overview

This activity aims to help youth groups understand a variety of fundraising methods and how they work.

## Objectives

- Address basic concepts on funding sources
- Stimulate viable and sustainable funding strategies

## Materials

- Flipchart paper
- Markers
- Tape
- Paper/cards
- Internet access

## Step-by-step instructions

1. Together as a group mind-map different funding methods.
  - Some examples could be:
  - Fundraising (bake sales, sponsored walks or bake sales).
  - Donations (having a donation bucket or an online donation site).
  - Regional or national government funding.
  - Grants from businesses and NGOs.
2. Divide the group in four groups of three or six pairs and give each group one or two funding methods. They will have to do some research on them – to present later to the larger group - and make a list of the pros and cons of each method. How does it relate to your local/regional reality?
3. Each group presents to the bigger group their funding method, its pros and cons and relation with the local/regional reality. After each presentation, the other groups can give feedback and add/comment on the things the group presented.
4. Divide the group in three or four smaller groups. Each group will have the task to prepare a funding strategy for a regional youth project: a gathering of youth leaders in the region.



## The project

<b>1<sup>st</sup> ANNUAL GATHERING OF YOUNG LEADERS</b>	
<b>WHERE?</b>	?
<b>WHEN?</b>	?
<b>WHO?</b>	30 young leaders
<b>SHORT DESCRIPTION</b>	
<p>We warmly invite you to the 1<sup>st</sup> Annual Gathering of Young Leaders. During 2 full days, we will meet in (name of place) to share experiences and activities from our organisations, prepare and plan projects together and share skills between regions. The accommodation will be in (name of the place) and the program will take place at (name of the place). We will have an international night where we invite you all to bring food, drinks and any other typical things from your country to share with the group.</p> <p>Don't miss this opportunity!</p> <p>5 Participants from Germany 5 Participants from Peru 5 Participants from Turkey 5 Participants from Ghana 10 Participants from your region</p>	
<b>BUDGET TOTAL</b>	<b>3,000</b>

### Costs to consider

- Flights
- Accommodation
- Meeting room
- Food
- Local transport (airport pickups, accommodation meeting room)
- Stationary, printing, flipchart paper, markers
- Visas (find out who would need one)

5. Each group will prepare a funding strategy for the event.

- Each group presents the funding strategy they have planned for the project. Think about the following questions:
- Why did you choose that funding strategy?
- How does it adapt to the regional/local context?
- How have you analysed the risks?
- What actions have you taken to minimise them?

6. The rest of the group will give feedback to each presentation.

### Debriefing

- Are there any funding methods you're going to take away from this?
- What do you think the most effective fundraising method is?
- What do you think the least effective fundraising method is?





# PLANNING A PROJECT

Age: 15+

Group Size: 12-18

Duration: 120 minutes

## Overview

This activity introduces young people on how to run their own projects, looking at all components both logistical and in terms of program and purpose.

## Objectives

- Developing projects on migration, refugees, visas and regional youth work
- Increasing participants' knowledge on project cycle management

## Materials

- Post-it notes (2 colours)
- Pens
- A4 paper
- Flipchart paper
- Markers

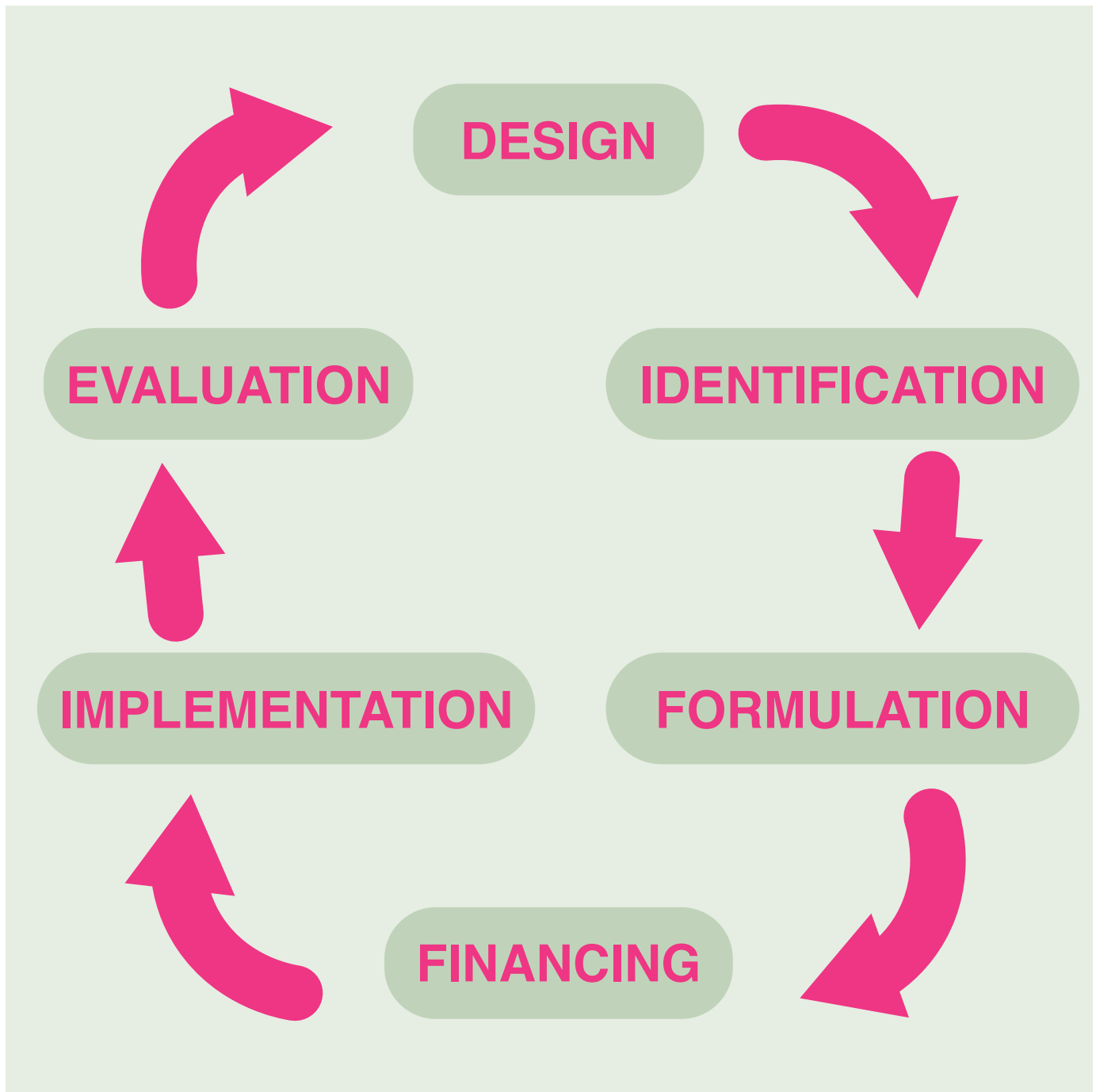
## Step-by-step instructions

1. Ask participants to write down their definition of what a project is on post-it notes and place them on the flip chart. You can then compare and present this definition: "Involves specific planned activities which are designed to achieve an objective within a time frame and scope/ place with a specific budget".
2. Ask participants to write down on post-it notes the benefits of learning the process of management a project and place the post-it notes on the flip chart. (E.g. Clear goals, coordination of resources, seeing risks beforehand, time saving, cost saving, reaching the outcomes, success)
3. Give participants a set of post-it notes and tell them to write down the biggest obstacles, problems or issues related to the topic of migration, refugees, visas and/or regional youth work, one on each post-it. Compile all of the answers. On a second colour of post-it note, they must think about potential projects to tackle these issues. Compile all of the answers.
4. Participants make pairs. Explain to the pairs they must come up with one idea for a project for their region based on one of these issues in 15 minutes. They must think about:
  - Problem/issue to address
  - Aim
  - Brief overview
  - TitleExplain they mustn't think too hard about it, then they will have one minute to introduce the project in an elevator pitch - a role-play scenario where you only have 60 seconds from getting in an elevator with a businessperson to convince them to fund your project. During the preparation time, draw an elevator shape on the floor with tape and (optional) prepare elevator music. One of the team should dress as a businessperson in the fake lift.
5. After each elevator pitch has been presented, write up the project title for each project on a flipchart. Give each participant two votes, where they must vote for their favourite two projects. Conduct a vote and add up the totals. Take the three top projects and ask the participants to choose one they would like to work on.



6. In three groups, ask the participants to come up with a more detailed project plan step by step.
- STEP 1:** Needs analysis – Why this project is needed? For whom is it needed?
  - STEP 2:** Defining the aims – What is the project for?
  - STEP 3:** Defining objectives, how are you going to achieve the aim of your project?
  - STEP 4:** Defining the methodology – activities – How?
  - STEP 5:** The title of the project

The participants should make a timeline, budget and funding strategy, and a project brief.





## A guide to help with this are S.M.A.R.T goals:

**Specific** –Think about who, what, why, where and how

**Measurable** –Setting objectives whose fulfilment can be measured, creating a report and tracking progress

**Achievable** – Is it realistic?

**Relevant** – Is it relevant to topics discussed?

**Time bound** – When is it going to be done by? Creating deadlines.

### Debriefing

- Do you feel confident about your project?
- Have you learned about project management?
- Do you think the skills you've learned are transferable?





# GLOSSARY

## Assimilation

Assimilation is the process of taking on language, traditions, customs and general ways of living with the aim of becoming part of a society or culture. The purpose of this is to ease the process of migration for the majority society.

## Asylum seeker

A person or group of people who move into another country to seek refuge from political or religious persecution is known as an asylum seeker.

## Capacity building

Capacity building is the process of increasing the ability of organisations, businesses and government bodies often in terms of business, management or any other ability they are not skilled in. Capacity building is the cooperation of one body with another, sharing skills. In recent years capacity building has been used to develop intercultural knowledge and assist communities supporting refugees and migrants.

## Freedom of movement

Freedom of movement is a right established in the Universal Declaration of Human Rights signed in 1948. It is comprised of two elements: freedom of movement within the territory of a country or state and the right to leave any country and the right to return to their country.

## Immigration

Immigration is the act of moving to a foreign country to live there permanently.

## Internally Displaced Person (IDP)

People who have been forced to flee their homes as a result of or to avoid the effects of armed conflict, violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognised state border.

## Migrant

International Migration Law (IOM) defines a migrant as any person who is moving or has moved across an international border or within a state away from his/her habitual place of residence, regardless of (1) the person's legal status; (2) whether the movement is voluntary or involuntary; (3) what the causes for the movement are; or (4) what the length of the stay is.

## Migration

Migration is the movement of a person or a group of people from one place to another usually across a political or administrative boundary with the intention to temporarily or permanently settle in that place. Migration can take place within the same country (Internal) or across international borders (external).

## Push-pull factors

Migration is often looked at in terms of push and pull. Push factors are factors that drive people to leave their country (such as economic, social, or political problems) and the pull factors are those attracting them to the country of destination.

## Refugee

The United Nations High Commission for Refugees (UNHCR) defines a refugee as a person who has been forced to flee his or her country because of persecution, war, or violence. A refugee is someone who has reasons to fear that their life might be in danger because of their race, religion, nationality, political opinion or membership in a particular group.

## Xenophobia

Attitudes or behaviour that exclude or abuse people based on the perception that they are outsiders or foreigners to the community, society or national identity.



## FURTHER READING AND INFORMATION

**Books and information** – If you're looking for more information why not check out the tons of free books and reports you can read on the topic of migration from the Council of Europe.

**International Organisation** – check out the work of Amnesty International. Find great resources, content and ways to help through volunteering.

**International Organisation** – International Organisation for Migration (IOM) is a great source for resources and up to date statistics and reports

**International Organisation** – United Nation High Commission for Refugees (UNHCR) is another great organisation working to help refugees. They provide up to date news, resources, and tips for teachers and ways to help and volunteer.

**Online course** – EDX offer a range of free courses, search for migration, human rights or refugees and you'll be sure to find tons of great content

**Visa campaign** – You can check out IFM-SEI's own site on migration by checking out our 'On the Move' project on our website.

**Visa help** – For help getting a visa you can check out Visa World, which will point you in the right direction for getting a visa. You can also check the Woodcraft Folk visa campaign website.

# TABLE OF ACTIVITIES

Title	Overview	Age Group	Duration	Page number
<b>The Bunny and the Rabbit</b>	An activity that uses storytelling to think about how to overcome prejudices.	6-10	60 minutes	<b>18</b>
<b>Refugee rights reporters</b>	Participants become reporters and document children's rights conditions in their community.	10+	120-150 minutes	<b>20</b>
<b>Migration board game</b>	A board game to introduce the challenges faced by immigrants.	15+	60 minutes	<b>23</b>
<b>People on the move</b>	Creating comics to develop a general understanding of the mobility of young people and the problems connected to it.	12+	90 minutes	<b>28</b>
<b>Immigration to Europe</b>	Simulation exercise leading participants different obstacles immigrants face when arriving in a new country.	8+	135 minutes	<b>29</b>
<b>Refugee Chair Game</b>	Creating human world maps to understand the figures and global disproportions behind global migration.	12+	45-60 minutes	<b>31</b>
<b>All different all equal</b>	This is a game that engages children to make masks to discuss the diversity of identities.	6-10	60-90 minutes	<b>33</b>
<b>The Flower Power</b>	Gives participants the ability to analyse their own identity and privileges.	15+	45-60 minutes	<b>34</b>
<b>World Power House</b>	The aim of this game is to simulate world politics in a very simplified way.	15+	90 minutes	<b>36</b>
<b>3 Things</b>	This activity uses discussion and diamond ranking to help people understand what it is like to suddenly flee one's home.	8+	30 minutes	<b>37</b>
<b>The washroom game</b>	Visa processes, inclusion and discrimination	6-10	60 minutes	<b>41</b>

<b>Title</b>	<b>Overview</b>	<b>Age Group</b>	<b>Duration</b>	<b>Page number</b>
<b>Visa – For what?</b>	Roleplay about different kinds of visas and about dissecting reasons why some people find it harder to travel than others.	6+	60 minutes	<b>42</b>
<b>Visa minefield</b>	Obstacle course to reflect on how unsettling it might be to have to move from one country to another without knowing what is laying ahead.	6+	40 minutes	<b>43</b>
<b>Party People</b>	Short simulation showing how people are treated differently depending on their status.	12+	60-90 minutes	<b>44</b>
<b>Who makes the rules?</b>	Running around activity to help children explore how power imbalances affect the immigration system	6-12	40 minutes	<b>46</b>
<b>Why do Visas exist?</b>	Talkshow activity to discuss visa policies	12+	60-90 minutes	<b>47</b>
<b>What do embassies want to know?</b>	Having a look at visa application forms to discuss their accessibility.	15+	30 minutes	<b>48</b>
<b>Debating culture</b>	Debate activity to get the participants to reflect on the notion of culture and intercultural learning.	12+	60-90 minutes	<b>50</b>
<b>The stages of intercultural sensitivity</b>	Role play to reflect on intercultural sensitivity	12+	90 minutes	<b>52</b>
<b>Fundraising regional youth projects</b>	This activity aims to help youth groups understand a variety of fundraising methods and how they work.	15+	90-120 minutes	<b>55</b>
<b>Planning a project</b>	This activity introduces young people on how to run their own projects, looking at all components both logistical and in terms of program and purpose.	15+	120 minutes	<b>57</b>











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