

# WORKING WITH MIGRANTS AND REFUGEES

Guidelines, Tools and Methods





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# CONTEXT OF THE GUIDELINES

## BORDER-FREE SOLIDARITY

**International Young Naturefriends (IYNF)** is a Prague-based NGO, promoting solidarity between people of different backgrounds through international activities, often employing non-formal and environmental education tools. In light of the so-called “Refugee Crisis” of 2015, IYNF has decided to dedicate the year of 2017 to the topic Border-free Solidarity. “Border-free” means the absence of fences between us, whether physical or mental. It indicates that any perceived barriers, whether religious, cultural, linguistic, geographical, educational, moral, financial, or political, should not stop us from cooperating, helping each other and learning from each other.



**These guidelines** are the outcome of the “Be Border-free” seminar in Frankfurt, Germany, which is the second of three projects around the topic “Be Border-Free”. The aim of the seminar was to give the participants the opportunity to delve deeper into real-life projects that include refugees and migrants. We met and interacted with young refugees, and with representatives of initiatives working with migrants. Through this fruitful exchange, we collected ideas, expertise, and knowledge about different methods and tools that can be used for migration-related youth work. These guidelines are thus the outcome of a collaborative effort of participants and facilitators working with refugees and migrants in different contexts.

#IYNFBORDERFREE



# PURPOSE OF THE GUIDELINES

The aim of these guidelines is primarily to provide **useful tools and methods** for working with young refugees and/or migrants in different contexts. The main audience for these guidelines is, therefore, organizations that are involved in youth work, and that would like to include young refugees and migrants in their activities but lack the necessary expertise. However, the guidelines also include inspiring past projects and examples of ongoing projects for individuals who want to get involved but are unaware of existing initiatives. The secondary aim of the guidelines is to increase the understanding of the challenges and opportunities that migration brings to the youth work sector and international cooperation and to provide recommendations for good practices when working with young refugees and migrants.



Establishing guidelines such as these is an important aspect of working with young refugees and migrants, who all have a specific background and require special attention to intercultural and psychological aspects which may not occur in other fields of youth work. In the recent past, many initiatives have developed to support young migrants and their needs in many different ways. However, there are very few resources available that provide a survey of the various tools and methods used by these initiatives. There is also a risk that an insensitive implementation of these tools and methods may do more harm than good, which is why we have decided to include a flexible and adaptable framework for good practices.



Keep in mind that the guidelines were produced as a collaborative effort by individuals with varying degrees of authority and expertise on the subject. They are by no means step-by-step instructions, nor are they a rigid blueprint that should be blindly followed. They serve as a database of material and need to be adapted to projects that are highly context-dependent. Nevertheless, we hope these guidelines can serve as a valuable resource for individuals and organizations that wish to learn about past and ongoing projects that involve young refugees and migrants and to provide useful tools and methods for working with them.



# RECOMMENDATIONS FOR GOOD PRACTICES

The field visits, as well as the reports from many participants, have shown that there are some important ethical, as well as practical considerations in activities that directly involve or concern refugees/migrants, and this is particularly true for minors (under 18).



One of the most crucial points is to **include the target group** in all the decision-making processes right from the beginning. Face-to-face conversations are an important first step to become aware of the 'other' side. Only in this way one can be sure to act according to their needs, and create the necessary motivation on both sides to work together towards a common aim. By treating the concerned population as subjects rather than objects, one is much likelier to prevent the risk of paternalism, the practice of those with authority to assume the interests of a group.



As previously stated, it is important to keep in mind that not all refugees or migrants have the same background, and therefore can have a wide spectrum of aims. In fact, they are a quite heterogeneous population made up of often highly specific individuals and groups.

For instance, the Afghan Refugee Movement, visited by a group of participants during the seminar, is mostly characterized by the fact that it concentrates on refugees from Afghanistan who face a very different situation than many other refugees. But even among Afghans, crucial differences exist, for example, Pashtuns speak *Pashto* and follow *Sunni* Islam. They are the biggest ethnic group in Afghanistan but form a minority in Pakistan. Hazaras, in turn, are the descendants of *Mongol* settlers, speak *Persian* and are *Shiite*. Due to their religion, they are often persecuted by Sunni Muslim extremists in Afghanistan and Pakistan where they live as refugees.





Forcing people from such different backgrounds to engage with each other just because of their supposedly equal nationality or need to flee their home may thus involve certain risks. The same may apply for refugees and migrants from Syria or other countries. Therefore, it is recommended to **learn some basics about the target group's state, culture, politics, and history beforehand.**



**Adapting to others' psychological, cultural and social realities** is crucial. You may thereby, for example, avoid overly generalizing, stereotyping and misunderstandings regarding punctuality vs. elastic time conceptions, offensive gestures, politeness codes or behaviour in general. Intercultural training may be helpful. Expecting gratitude and friendly responses may be too much asked under some conditions. Being homeless, not finding a job, being discriminated against, not understanding the language, etc. may lead to considerable frustration which should not be taken personally, be ready to be confronted with anger and/or rejected. Some related conditions may lead to the limitations of your engagement; migrant/youth work.



A related risk may result from relying on mainstream media only, as it often tends to only present tiny and biased fractions of reality. Refugees may, for example, be linked to issues of poverty, criminality, terrorism, diseases and violence in scandal-seeking reports.

**Media competence** means to educate yourself using a multitude of sources. **Education is also key** for both sides; newcomers and longer-term inhabitants. To overcome stereotypes against Muslims, you may mention that many Christians had been crusaders not long ago, but not all are violent!







Two general avenues of activism on the local and regional level may be:

**(i) educating the general public** and improving the incentive structures to open their doors, house or support newcomers privately (for example through fighting for governmental tax returns). What if everybody, including politicians, would be incentivized into receiving a newcomer into their home? As an inspiring example, José Mujica, the former president of Uruguay, invited 100 young Syrian Refugees to come live in his presidential palace. Visiting politicians at the local level, **pressuring** them into public discussions, and writing letters to NGOs and policy-makers are all good examples of this type of activism.

**(ii) improving the living conditions of migrants**, for example by promoting the integration and settlement of migrants into society, and make them feel welcome even under very difficult circumstances. To reach this aim, it is not enough to fulfil only their basic needs. People want to feel part of a community and participate in fulfilling activities. There are many possibilities to reach this goal, especially in **personal mentoring, arts, music and sports: search for common interests but do not force anybody to engage.**



To know which projects may be useful, **first investigate** the existing actor constellation; whom to talk to, who could help out (e.g. *national Refugee Councils rather than Frontex*). Rather than doubling certain offers, one may partner and work together with those already doing the job or at least use synergies (*for example, local authorities may already know and better trust groups that have been in the field longer*). Mentioning the names of NGOs to which one is affiliated with is a good way to be taken more seriously.



# USEFUL TOOLS & METHODS

## *Note:*

In this context, a **tool** is a specific activity that can be used to include refugees, whereas a **method** is a more general conceptual framework for working with refugees, which can be implemented with a number of different tools.







## TOOL #1

# ART EXHIBITION

### **Description:**

The exhibition should follow a clear concept and focus on a specific aspect of the migration topic. Ideally, it should be self-organized by volunteers and include migrants in the planning process from the very beginning. There are many issues to be considered when choosing the angle, such as target group, aim, venue, setting, accessibility, language barriers. There are different possibilities to add an interactive part to the event (see *Method #5*).

### **Purpose:**

To inform the general public about the topic of migration, encourage an exchange of ideas, and foster an awareness of the issues faced by refugees and migrants.

### **Requirements:**

- Adequate room/space, possibly belonging to initiatives or organisations involving migrants and the target group. In many cities, it is possible to find locations for free.
- Curated collection of artworks
- Preparation time of several months
- A budget may be required for renting a space and paying artists.



## TOOL #2

### MUSIC NIGHT

#### **Description:**

The night should have some sort of theme that will determine the kind of music played (acoustic, percussion, rock 'n' roll, folk...). The theme should make it possible for everyone to bring their own cultural influence into the music. A group of volunteers should organise the venue and advertise the event, but the participants should also be included in the planning process.

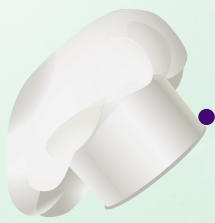
#### **Purpose:**

Providing a space for locals and young migrants/refugees to mingle in an informal setting, and play music together. Music and dancing can be an effective tool to overcome the barriers of daily life (language, education, behavioural differences) and to find a common interest. However, not all cultures or religious sects endorse music and dance, so it is important to research the target group beforehand.

#### **Requirements:**

- Music instruments
- A master of ceremonies that will lead the event
- Adequate room/space, possibly belonging to initiatives or organisations involving migrants and the target group.





## TOOL #3

# INTERCULTURAL COOKING EVENING

### ***Description:***

There are two alternatives for this kind of event:

(1) organize it as a kind of potluck, where everyone brings one large dish from their country and eat together

(2) if a large kitchen is available, the participants can all bring the ingredients they need and cook together.

An organizer should ask everyone what they intend to bring beforehand to ensure that there is a well-balanced choice of dishes. It is also important to account for dietary restrictions, and for potential differences in alcohol drinking cultures.

### ***Purpose:***

The aim in both cases is to get people eating/cooking/socialising together in a communal space.

Providing a space for locals and young migrants and/or refugees to mingle with friends, and encouraging intercultural exchange by cooking and sharing international cuisine. This is perhaps the easiest way to overcome cultural and linguistic barriers.

### ***Requirements:***

- An adequate room/space with a large table, comfortable seating
- A large well-equipped kitchen (for alternative 2)
- Possibly some funds for ingredients.





## TOOL #4

# PRODUCING A DOCUMENTARY

### **Description:**

A good format is to teach young migrants and refugees the skills needed to make a short documentary in one or a series of workshops, and to supervise its execution over a longer period. This includes skills such as: conceptualizing, research, video shooting, editing and interviewing. This should ideally be taught by people with some expertise in video production, with some support and supervision from volunteers. However, this can be an expensive project. A cheaper alternative would be to give the participants cameras which they can use to take pictures of their surroundings and showcase their photos in an exhibition (*physical or digital*).

### **Purpose:**

To build upon or teach new skills (mostly digital skills) to young migrants and refugees, which help them in their everyday life. This type of activity also serves to create a space where youth workers and experts can transfer skills to young migrants and refugees, raising awareness to the difficulties they face.

### **Requirements:**

- Expert in documentary production/photography
- Computers with editing software
- Large room for the workshop
- Cameras and recording equipment





## TOOL #5

### DIGITAL STORYTELLING



#### ***Description:***

The final outcome of digital storytelling is usually a short video, which should ideally be centred on a specific theme relevant to young refugees and migrants (e.g. education, sports or games...). The video would be composed of a combination of videos or pictures in a digital format, which would then be edited by a professional to make it into a narrative.

#### ***Purpose:***

Providing a voice to young refugees and migrants, and raising awareness of the situations they face through creative means that incorporate new forms of media. Digital storytelling tends to resonate more with media savvy youth in Europe and can be an effective way of creating a dialogue between young people of different countries.

#### ***Requirements:***

- A team of volunteers that will collect submission, and edit them into a video
- A dissemination platform for the video



## TOOL #6

### PENPAL PAGE

#### **Description:**

The format would be an online forum for youngsters to communicate with each other privately and securely. The forum would consist of a profile with a short introduction of each participant, and chat rooms for discussing different issues (political, social, environmental...).

#### **Purpose:**

Connecting young refugees and migrants with European youngsters. The goal is to start a dialogue and allow each side to develop a good relationship with each other, opening themselves up to their partner, creating bonds which help bridge the gap between their own realities.

#### **Requirements:**

A graphic designer and software developer to create the platform or to use existing platforms.







## TOOL #7

### PRESENT YOUR COUNTRY!

#### ***Description:***

Each ethnic group of foreign students will have a tutor (a young adult from their community). Together with the tutor, they will present their origin country and its culture through music, food, clothes, as well as presentations to the rest of the class/school. Each group is free to present their country as they want.

#### ***Purpose:***

Help foreign students to integrate into the class and school. Strengthening the values of multiculturalism and diversity can meaningfully contribute to the personal development of all the children, the teachers and also positively involve migrant communities. Promote knowledge and dialogue between different cultures.

#### ***Requirements:***

- Participation and collaboration of the migrant communities
- Willingness of the school
- One coordinator from the association



## TOOL #8

### URBAN GARDENING

#### ***Description:***

Many cities have community gardens in less populated areas, or even in large apartment complexes. These gardens can be a very good tool for the social inclusion of migrants and refugees, some of which come from rural areas and have valuable skills and knowledge to contribute. Urban gardens can become a contact point between locals and newcomers, requiring very low language skills and offering the possibilities for fruitful exchanges.

#### ***Purpose:***

Gardens can be a way for migrants/refugees to symbolically 'put down roots' in their new community. Gardening also has healing and meditative properties which can facilitate a calm and friendly environment for interaction.

#### ***Requirements:***

Community Gardens and gardening tools





## TOOL #9 SLACKLINING

### ***Description:***

Slacklining entails a line of fabric that can be fastened around two trees or other stable objects. Participants try to balance on it and walk across it. This activity is meant to enhance focus and balance in a safe environment (risk of injury is very low).

### ***Purpose:***

The aim is to create a challenging and fun environment for young refugee/migrants to mingle with locals in an outdoors setting. Slacklining is also a gender-neutral activity, so this can be a good tool to involve both boys and girls (which can be challenging in some cultures).

### ***Requirements:***

A Slackline and two trees





## METHOD #1 THEATRE OF THE OPPRESSED



### *Description:*

Situations and stories acted by the Theatre of the Oppressed mostly depict conflicting situations that arouse emotional reactions and discomfort. It was developed in Brazil in the 60s-70s by Augusto Boal in reaction to the oppressive military dictatorship, and deals primarily with issues of persecution and discrimination, although it was also adopted as a therapeutic educational method.

Every situation is first played continuously in a way that leads to a disaster or at least an unsatisfactory resolution of the depicted conflict (in terms of classical drama composition it stands for exposition and collision). In the second step, the situation is acted out again from the beginning, but spectator now becomes a spect-actor, who can at any time stop the play, substitute any of the actors on the scene and start with different behaviour which then inevitably influences the development of the situation. Any spectator can stop the play at any time and substitute the previous actor in the role, therefore the boundary between actors and viewers is erased. Everything is possible, it's only important to avoid "deus ex-machina" solutions like substituting the violent policeman by a nice guy - it's important to only influence things that you could influence in such a situation in real life (in some versions it is straightly forbidden to substitute the figure of the oppressor). As this is not only theatre but also an educational method, it is very desirable to incorporate a reflection phase when all the spect-actors summarize the course of events, with a special focus on the game-changing events, unwind their emotions and generalize the principles learned.

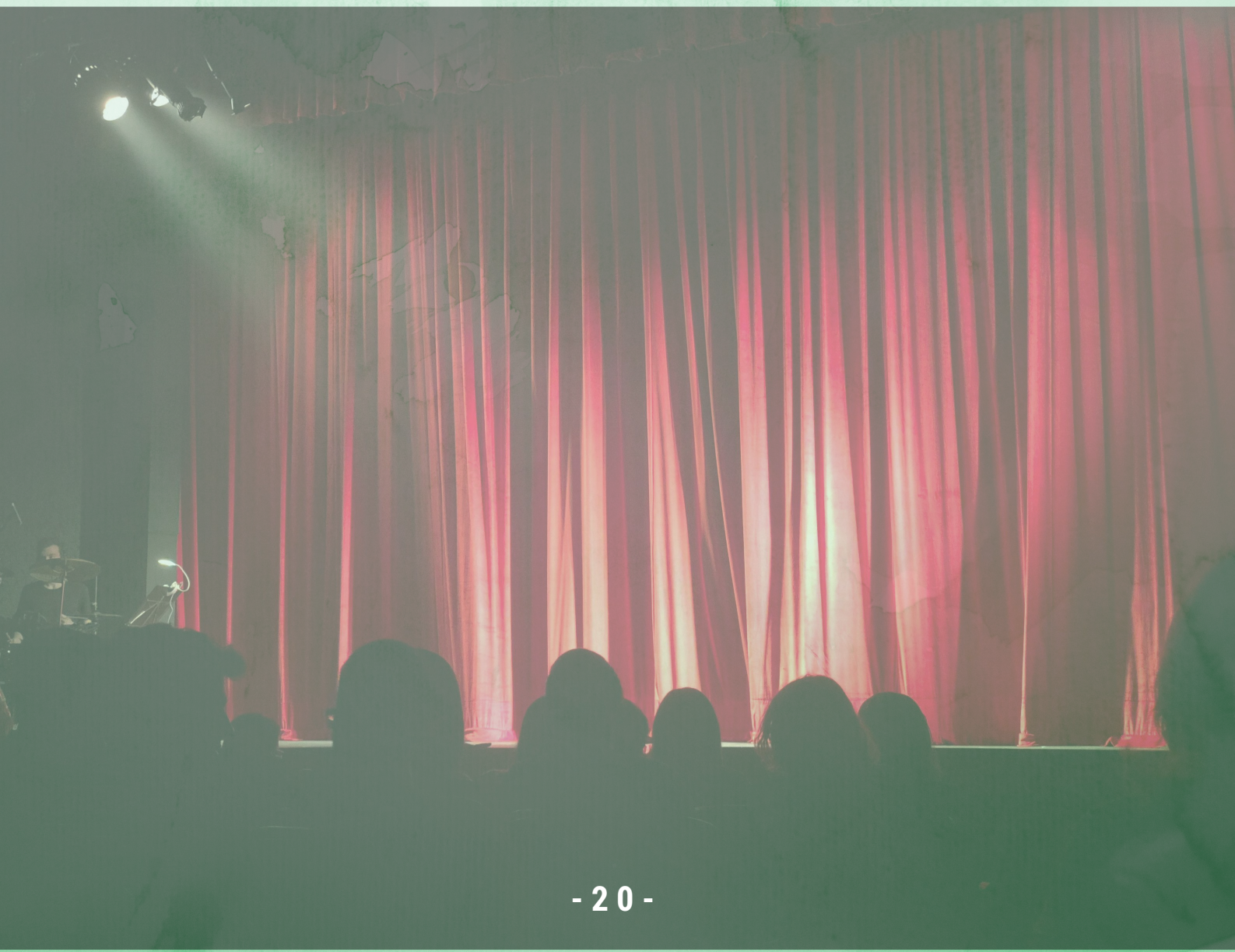


***Purpose:***

The method enables the people participating in it to experience the consequences of their decisions in a safe level of fiction. It provides a safe environment for finding a creative way of solving situations threatening to violate human rights. It can be used also more commonly as a method for solving interpersonal conflicts.

***Requirements:***

- The minimum headcount is 6 spect-actors (initially 3 actors and 3 spectators)
- An experienced facilitator, particularly for the reflection phase.
- Stage props can be a good addition, but are not required.





## METHOD #2

### ACTIVITIES FOR YOUNG CHILDREN

#### ***Description:***

Often, the mothers of migrant and refugee families can be unwilling to get involved in activities. This can be because they feel like they cannot afford to take the time off from caring for their children, or because of different understandings of gender roles. Therefore, a good way of reaching these mothers is to make activities aimed at their children, which also involve them somehow. In this way, they can be easily and seamlessly included indirectly.

Examples of tools that employ this method include literacy courses for children, in which their mothers are also participating and learning the new language; organizing teambuilding activities for children, using non-formal methods, which also include their mothers.

#### ***Purpose:***

Including the mothers of young refugees and migrants, who are often reluctant or excluded from many activities.

#### ***Requirements:***

- Children activities, simple outdoor games
- Lateral activity for women
- Presence of mothers
- Volunteers
- Trainers and teachers (if it's a literacy course)



## METHOD #3

### INTERACTIVITY

#### ***Description:***

There are many different ways to make an event interactive, which will depend on the specific context and format of the event. In the case of an art exhibition, you let the visitors become part of the artwork, for example by adding their personal messages to the piece, or walking through the artwork if the format allows. In the case of a concert, the audience can be encouraged to join the song, for example by singing the chorus, or can be invited on stage to participate in playing a song.

#### ***Purpose:***

The aim of interactivity is to make the feelings that an exhibition or concert evoke visible to everyone. The purpose is to engage the audience, provoke them into thinking in different ways, and to start a conversation allowing people to feel more involved with the topic.

#### ***Requirements:***

- An existing art exhibition or concert.
- A concept that can be applied to engage the audience.





## METHOD #4

### DESIGN METHOD

#### *Description:*

There are 5 steps to the “design thinking process”

**1. Empathize:** This involves understanding the needs of young refugees both physical and emotional, how they think about world, and what is meaningful to them. This can be achieved in three ways: “Immersion” (experiencing what your user experiences, by living with them), “Engagement” (interviewing refugees, interacting with them), “Observation”.

**2. Define:** This involves coming up with an actionable problem statement. The young people should focus on the target group and its needs. It is also important to think about how changes will impact the experience of users.

**3. Ideate:** Ideate is the mode of the design process in which the young refugees concentrate on producing as many ideas as possible and suspending judgement (quantity over quality). Ideation provides both the fuel and also the source material for building prototypes and producing innovative solutions. There are several different methods for the ideating process (Brainstorm, Brainwriting, Worst Possible Idea, and SCAMPER).

**4. Prototype:** Create multiple iterations of low-resolution artefacts that users can interact with (e.g. wall of post-its notes, models, sketches,...). The group should start building even if they are not sure about the final product. The prototype should always be designed with the user in mind

**5. Test:** This is the final stage of the 5 stage-model, but in an iterative process (the results generated during the testing phase are often used to redefine one or more problems and inform the understanding of the users) Even during this phase, alterations and refinements are made in order to rule out problem solutions and derive as deep an understanding of the product and its users as possible.



***Purpose:***

The design method is mostly used by entrepreneurs and web developers to create a product that responds to specific needs. But it can also be applied more widely to find solutions that match a specific context or situation. The purpose of this method is to respond to a particular need (in this case those of young refugees), and then design a solution that meets the particular requirements and constantly improve upon it.

***Requirements:***

- A group of young refugees and locals
- paper, post-its and pencils.
- Funding may be required to design the prototype





## METHOD #5

### M.O.O.D.

#### **Description:**

The M.O.O.D method was developed by the Stichting Vluchtelingenwerk Amstel to Zaan (SVAZ), based on literature research and interviews with clients. It was developed as part of a 2009 project, Wereldwerk aan de Zaan, which was responding to the challenges refugees face in participating economically and socially in their new countries. The M.O.O.D method entails 4 phases that are meant to comprehensively facilitate the social and economic integration of 4 newcomers over a time period of at least 18 months. Customization is central to this method. The reason for this is that every refugee has specific needs and aims that must be accounted for. Depending on the need and circumstances, a personal itinerary plan is drawn up on an individual basis. This method is very expensive and time-consuming to implement and should be implemented only by organizations with significant human and financial resources.

#### **1. Intake of Participants**

- (i) Training: marketable skills
- (ii) 1st Work experience placement/traineeship
- (iii) Coaching: increasing self-confidence
- (iv) Drafting a development plan



#### **2) Developing Skills**

- (i) Training course in spoken language
- (ii) Computer literacy training
- (iii) 2nd Work Experience placement/traineeship
- (iv) Coaching: improve skills (language & digital)



### 3) Orientate

- (i) Training: applying for jobs
- (ii) Visits to businesses in different fields
- (iii) 3rd Work Experience placement/traineeship
- (iv) Coaching: orientating on the labour market

### 4) Flow Through

- (i) Setting a realistic and achievable target job
- (i) 4th Work Experience placement/traineeship
- (ii) Coaching: support with job applications
- (iv) Obtaining paid job.

#### ***Purpose:***

The personal development and successful integration of newcomers in their host society. It significantly increases the chance of participation in the labour market, increases their financial self-reliance, and helps them create a network of contacts and support.

#### ***Requirements:***

- 4 participants
- A group of volunteers, trainers and coaches
- Significant funds to implement the different phases.





# INSPIRING PAST AND ONGOING PROJECTS

In this chapter, we are going to present projects that already exist and the methods and tools that are used in support of the asylum seekers. The projects exist already all over the world, but we are mainly focusing on Europe-located and projects we personally know.

Feel free to get inspired by them and to create your own local projects!



For the purposes of a common understanding ground, we created a **4 step system**, with **2 subcategories**.

First of all, the steps are more of a categorizing method and therefore not absolute. Sometimes they are interconnected and often flexible. In this sense, organizations and individuals are often changing strategies as their capacities and capitals change. The participants (individuals or organization) should contribute according to the resources they have. Lower step active participation doesn't mean less care, but simply different kind of resources.

The categories represent the 2 different types of support:

**a. Social**

or

**b. Material.**

In this sense, the first scale is a social, not always followed by active participation cooperation and second is a material and therefore active participation.



The steps represent the level of commitment to the support.

**Step 1- Social - Solidarity:** the participants show their acceptance to the asylum seekers, from a simple facebook like to demonstrations on the streets

**Step 2. Social - Integration:** the participants are following actions in order for the asylum seekers to get integrated into the society, language lessons, local activities, classes for the lows, etc.

**Step 3. Support - Legal:** the participants are supporting the asylum seekers with their papers procedures, with coming in contact with the local national institutions and following the lows for a safe stay in the country of arrival.

**Step 4. Support - Material:** the participants are helping the asylum seekers with their material needs, house, food, clothes etc. Either by offering them themselves or by following the actions in order for them to be offered by others: crowdfunding, budget collection, events, etc.



Finally, it is important to keep in mind that the participants are stepping up the scale, as represented. So the first steps are needed for somebody to take the next steps. But the stepping up to the next step doesn't mean that the person or organization is not willing anymore to contribute to the previous steps anymore. On the contrary, they are willing to offer a more demanding support. But then again not necessarily willing or able to support the previous steps anymore.



*An example of this system could be the following:*

*An organization is already at level 3 - legal support. So it is already understanding the issues and the needs of the asylum seekers and stand by their side as a supporter (solidarity- step 1) and accepting them as members of the society, while parallel following actions in order for them to get a smooth integration (integration- step 2). And above those, is also providing support with the filling in of their documents, connecting them with national institutions in case needed, etc. (legal - step 3). But the organization is not able to support with material issues, such as payments for rents, food in need, etc. (step 4).*



# STEP 1: SOCIAL - SOLIDARITY

ONGOING

## 1.i. Refufest (Prague, Czech Republic)

Voluntarily organised festival bringing together different cultures, co-organised by several institutions/organisations (*Embassies, Youth Included, Amnesty International*) and volunteers. Main attraction point for the festival is international food, dances, music. Is organised once a year.

### Success Factors

- Open to everyone
- Attracts big audience

Website: <http://refufest.com/o-refufestu/>



ONGOING

## 1.ii. Altochtonen van de toekomst (Belgium)

Altochtonen van de Toekomst is a youth project of Vluchtelingenwerk Vlaanderen. Altochtonen, is a combination of the words “allochtoon” and “autochtoon”. In this sense we are a new kind of world citizen.

It is a group of approximately 40 youths who fled to Belgium. They are between 15 and 23 years old and come from different countries as Syria, Afghanistan, Iran, Pakistan, Iraq, Rwanda, Mozambique, Serbia, Armenia, Albania, Venezuela, Kosovo, Eritrea, Palestine, Lebanon, . . . All of which has requested asylum.

Altochtonen group comes together every month and organises activities together. Together with Vluchtelingenwerk Vlaanderen they tell their stories and think about migrant and refugee rights.

Website: <https://altochtonenvandetoekomst.com/>





**1.iii. Borderland exhibition** (Originally from Skopje, Macedonia. Also in Prague (CZ), Budapest (HU), Konstanz (DE), next - in Ghent (BE))

ONGOING

It's a Macedonian based travelling exhibition. The main focus is on getting citizens closer to the topic of migration in an interactive way.

**Success Factor**

You can reach other layers of the society by exhibiting in cafés and galleries.

**Website:** <http://www.iynf.org/?s=borderland&submit=Go>



**1.iv. A Friend of a Family (Armenia)**

Programme for families from Syria meant to help them integrate into Armenian society by taking them to cultural places, spending time together. The project is a continuous project: it lasts 3 months and has been organised multiple times in 2014, 2015, 2016, and 2017.

**Website:** [www.kasa.am](http://www.kasa.am)

ONGOING





## STEP 2: SOCIAL - INTEGRATION

ONGOING

### 2.i. **Cafe Mondial** (Konstanz, Germany)

Non-commercial café and events. Room for intercultural exchange: brings people from different cultures and backgrounds together, including refugees and migrants.

Platform and space for creativity, education, information, interaction, competent advice.

#### *Success Factors*

- Basic democracy input from everybody
- Pay as much as you can => no exclusion
- Cooperations with other local organisations (adtendo, RLC, 83integriert, theater, and other) and providing space to them,



Website: [www.cafe-mondial.org](http://www.cafe-mondial.org)



### 2.ii. **Victoria deluxe** (Ghent, Belgium)

ONGOING

Theater Group who plays social stories and emotions of disabled, migrants, inhabitants in the aim to break the image 'we' have about minority groups.

#### *Success factors:*

- Integration
- Media Covering

Website: <https://www.victoriadeluxe.be>







ONGOING

### **2.iii. Vluchtelingenwerk Vlaanderen (Belgium)**

Umbrella organisation of a network which supports asylum seekers and refugees.

Vluchtelingenwerk Vlaanderen supports asylum seekers and refugees. They don't do this alone as an organisation has thirty members and many enthusiastic volunteers. Together they intensify the pressure on policy and increase awareness among the general public. Members also coordinate organisation's own reception network and are actively involved in integration. They support all those that assist asylum seekers and refugees. And members help to repatriate refugees and migrants when necessary. Vluchtelingenwerk Vlaanderen members strive for humane protection for asylum seekers and refugees. Their guiding principles are the Refugee Convention, the Universal Declaration of Human Rights and the European Convention on Human Rights.

#### ***Success Factors:***

- Use of expert information, training, publications and skilled helpdesks
- Defending the rights and interests of the refugees and asylum seekers on a higher Political level

**Website:** <https://www.vluchtelingenwerk.be>



### **2.iv. Economic Integration of Syrian Refugees (Armenia)**



The project supports the economic dialogue and coordination of relevant stakeholders, the integration in existing business networks as well as the access to and the adaptation of employment and qualification programmes.

It comprises of three main intervention fields:

- (1) Public-Private-Dialogue and Participation,
- (2) Integration in Value Chains and Business Networks,
- (3) Vocational Qualification and Skills Development.

ONGOING

**Website:** [repatarmenia.org](http://repatarmenia.org)





ONGOING

## 2.v. **Conversation Club** (Sheffield, United Kingdom)

Provides a social space for refugees and asylum seekers to practice their English, seek advice and socialise in a low-pressure situation.

### *Success Factors:*

- Helps both refugees and local people to integrate and understand each other.
- Gives the refugees in Sheffield who do not have much free time a social space.

Website: <http://www.conversationclub.org.uk/>



## 2.vi. **Projekt Ankommen** (Dortmund, Germany)

This NGO helps refugees who leave the refugee camps to socialise and integrate into society in Dortmund.

### *Success factors:*

- Local - focusing on Dortmund
- Help refugees to start a daily life in Dortmund
- Naturefriends in the board

Website: <http://projekt-ankommen.de>

ONGOING







ONGOING

### 2.vii. **Ae World Wide** (Frankfurt, Germany)

Ae Worldwide (academic experience Worldwide) is an organisation that helps refugees with academic backgrounds integrate into academic environments in Germany. The organisation coordinates a university tandem programme for students and academic refugees which aims to promote exchange among equals. Refugees profit from their student partner's cultural and linguistic expertise, while students receive subject-specific academic help from their refugee tandem partner.

#### *Success Factors:*

- Working together with the Goethe University, other organisations to support students
- Fundraising
- No registration fees for refugees to become a member

*Website:* [aeworldwide.de](http://aeworldwide.de)



### 2.viii. **Teachers on the Road** (Frankfurt, Germany)

Volunteers give German class to women. At the same moment, other volunteers take care of their children.

ONGOING

#### *Success factors:*

- Women learning German, motivated class
- Pedagogues taking care of the children. Great opportunities outside, not ideal if inside (rain program).
- Exchange of local group and refugees
- Cooperation with organisation Naturfreunde - AWO







ONGOING

## 2.ix. Exhibition in Klapperfeld (Frankfurt, Germany)

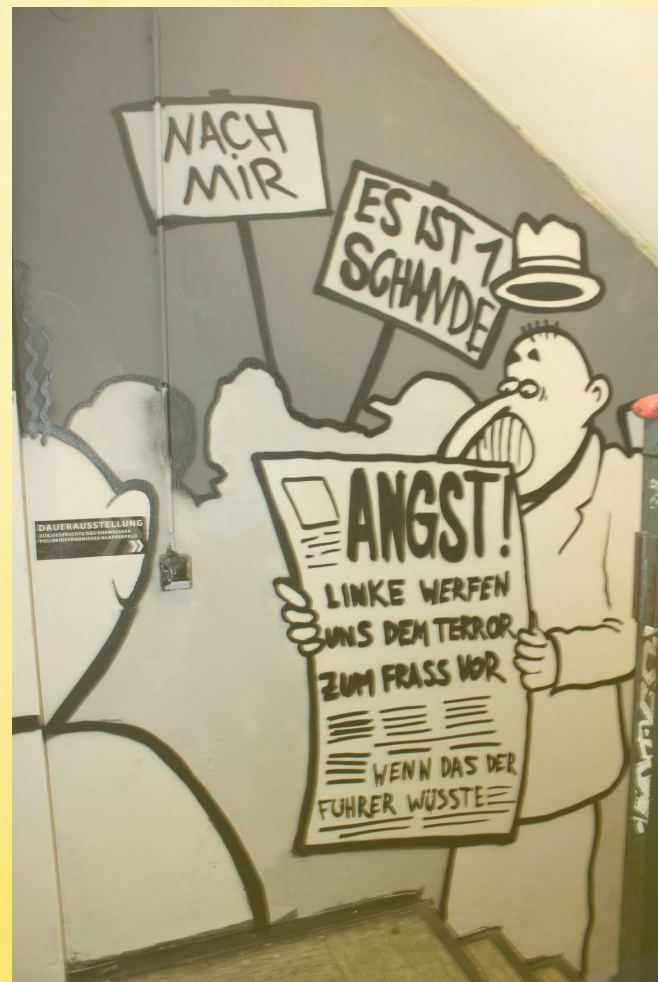
The venue is a former prison, where people who waited for deportation were kept. It was serving as a detention prison for the Jewish during the Nazi regime as well. Due to the permission of the activist group "Faites votre jeu!" to work on the building in 2002, the building received a new purpose. Their first aim was to create a place for social events for youngsters but as the building had a really depressing history they had the feeling that it would be inappropriate to use it for entertainment only. At the moment they have exhibitions on the 3rd floor and a place for concerts in the cellar.

Some of them are informative, some of them are touching but all of them are passing a strong message to the visitor. One can visit the cells of former prisoners, where people scribed emotive inscriptions on the wall.

### Success Factors:

- Grass roots
- Run by the community
- Helps people to understand the context of the situation facing refugees in Germany
- Multi-purpose building.

Website: [www.klapperfeld.de](http://www.klapperfeld.de)







ONGOING

## 2.x. Protection of refugees & asylum-seeking children (Romania)

In order to support the children seeking asylum, refugee children and children under subsidiary protection located on the Romanian territory, as well as their families, including persons relocated pursuant to EU Decisions 2015/1523 and 2015/1601 of the Council setting out provisional measures in terms of international protection to the benefit of Italy and Greece, Save the Children Organization is rolling out projects within the Regional Centre for Accommodation and Procedures for Asylum Seekers, under the coordination of the General Immigration Directorate in Bucharest, Galați, Rădăuți, Timișoara and Șomcuta Mare, aimed at facilitating access to economic, social and educational rights, as well as at providing direct assistance through a more comprehensive range of services targeting their engagement in the social and cultural life of the Romanian society.

### *Success factors:*

- Save the Children Counselors provided social, educational and recreational services to 388 refugee children.
- 480 refugee adults participated in cultural accommodation activities and improved communication between parents/members of the teaching staff and children, as a way to prevent voluntary disappearances.





## STEP 3: SUPPORT - LEGAL

ONGOING

### 3.i. Legis (Macedonia)

LEGIS is a non-governmental organization founded in 2009 in Skopje, Macedonia. Originally it was set up to be a dignified spoken voice of the community needs and necessities.

LEGIS lays its activity with focus on delivering needed humanitarian aid in every aspect and making any effort to prevent violation of basic rights and freedom of people who have been hard-up, fallen victims of any disaster, affected by war and similar calamities, wounded, crippled, oppressed or left hungry and homeless, both on national and international level. Thus, Legis has reached out to different countries such as Syria, Somalia, Macedonia, Greece etc for its primal purpose of protecting human rights, promoting solidarity and preventing violence.

#### *Success Factors*

- Legal advice
- Humanitarian Protection
- Providing basic needs

Website: <http://www.legis.mk>



ONGOING

### 3.ii. Are You Syrious? (Croatia)

The civil initiative which tries to support the refugees on the Balkan route. Today it's a registered NGO with around 200 volunteers in many different countries.

#### *Success factors:*

- Powerful social media (e.g daily news digests from the field, mainly for volunteers and refugees on the route, but also for journalists and other parties)
- Deployment of field teams and aid shipments, humanitarian support and advocacy
- Daily support to refugees and asylum seekers, providing independent integration programs for both children and adults, facilitating their access to education, housing and work.

Website: <https://www.facebook.com/areyousyrious/>





ONGOING

### 3.iii. Caritas International

Caritas International and its partners help victims of war, natural disasters and poverty. They offer them indispensable, long-term material and non-material assistance in their country or after they have fled their country. In Belgium, they support migrants and refugees by providing them with a humane response, in line with their migration process.

#### *Success Factors*

- Housing for people in need
- Help with integration
- Help with basic needs

*Website:* <http://www.caritasinternational.be/en/>



### 3.iv. B-welcome (Konstanz, Germany)

Students from the University of Konstanz organised a Welcome Package for refugees to make their arrival in Germany much easier. Furthermore, the students help young refugees with learning German and with applying for University.

#### *Success factors:*

- Integration of young refugees
- Helping them to enter University

*Website:* <http://www.b-welcome.org/>

ONGOING



# STEP 4: SUPPORT - MATERIAL

## 4.i. PAR - Plataforma de Apoio aos Refugiados (Portugal)

Plataforma de Apoio aos Refugiados means Refugees Support Platform. Supports refugees in Greece.

### Success Factors

- Raises funds to provide direct help on the field
- Hosts people in need in Portugal when possible
- Working group for the Migration Agenda
- Network of members to streamline help
- PAR FAMÍLIAS [Families] – a hosting project directed to children and their families, with the support of the community and local institutions (state agencies, non-profit associations, religious organizations, schools,...). This model implies that for each family of refugees arriving in Portugal under the EU relocation agreement there will be an institution directly responsible for.

ONGOING

Website: <http://www.refugiados.pt>



## 4.ii. Project Shelter (Frankfurt, Germany)

ONGOING

Self-organised group of refugees, migrants and local students/supporters, coordinating political actions such as occupying houses in order to find sleeping places for refugees and migrants, as well as directly offering sleeping places among each other.

### Success factors:

- Self-organised, dynamic group reacting immediately to arising needs
- Includes refugees, migrants and locals in the decision process
- Refugees are equally included in decision making structures

Website: <https://projectshelter.noblogs.org/>







ONGOING

#### 4.iii. **Asylum Welcome** (Oxford, United Kingdom)

Every unaccompanied child arriving in Oxfordshire is referred to the organisation - they help look after over 80 young people. This is done through providing food, education, legal advice, solidarity and helping with practical issues. Organisation provides advice and practical help on a wide range of topics. Volunteers teach people English so they can be more independent; visit detainees in Campsfield House Immigration Removal Centre.

##### *Success factors:*

- Volunteers run a food bank that last year had over 2000 visits
- Works closely with lawyers to support access to rights
- Support refugee voices nationally, and advocate for better asylum policies
- More than 150 active volunteers

Website: <http://www.asylum-welcome.org/>



#### 4.iv. **Refugees rhythm** (Sheffield, United Kingdom)

Students Action For Refugees. Organising Reggae/funk/soul music nights. Raising awareness and funds for refugees and asylum seekers in Sheffield. Providing space for these refugees and asylum seekers to make connections/have a little dance with students and locals their own age in their new home city.

ONGOING

##### *Success factors:*

- Usually, raise around 1000 pounds for the local refugee charities that we support.
- Refugees often tell us how much fun they have had, and often ask when the next one is going to be. It provides a space for them to relax, enjoy themselves - and enjoy doing the things that young people want to do!

Website: <http://www.assistsheffield.org.uk/news/336/star-presents-refugee-rhythms>





PAST

#### 4.v. Salsa Night (Prague, Czech Republic)

Dance lessons to raise fund for refugee camps in Serbia (in cooperation with Dance4Water).

##### *Success factors:*

- Raise awareness about the current living situation/ needs of the refugees in camps at the Serbia borders.
- Raise fund from entrance fee of 5 EUR/ person
- Create a fun, active, social space for people at the same time supporting a good cause.



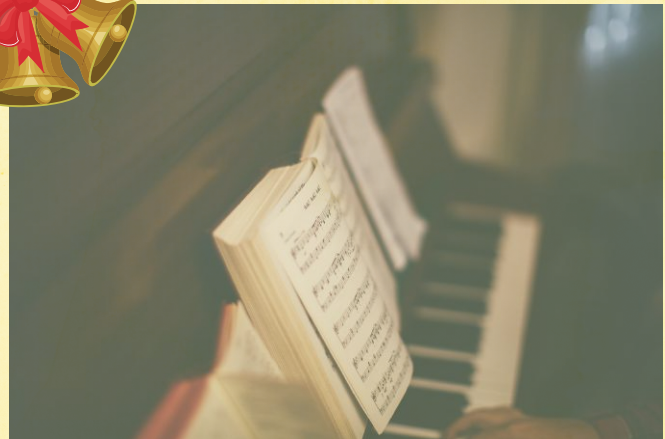
PAST

#### 4.vi. Christmas Music Night (Prague, Czech Republic)

A music night consisted of talented amateur artists performing for free, Indian food and raffle tickets. Guests were asked to donate clothes, supplies (dry food, sanitary products, etc....). If they wanted to donate money, they would get tickets for the raffle prizes at the end of the night.

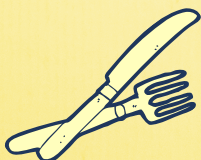
##### *Success factors:*

- Raised fund for refugees in camps in Greece
- Collected lots of clothes and supplies
- Raised awareness for everyone who came.



#### 4.vii. Syrian Dinner (Prague, Czech Republic)

Hosting a dinner with 10 Syrian dishes, belly dance performance in order to raise money for the camps at the Serbia border.



##### *Success factors:*

- Raised funds and awareness
- Fun social night for people who came

PAST



# KEY TERMS

**Refugee** - A person forced to leave their home due to dangerous or unlivable conditions. Official definitions like the one by the UNHCR often refer to political persecution and war as driving factors, but refugees can be displaced for a number of reasons, such as climate change or hazardous health conditions. The main characteristic of a refugee is that they leave their home against their will, and cannot return safely.

**Economic Migrant** - A person who leaves his/her home country to live in another country with better working or living conditions. When Poland and seven other Eastern European countries joined the EU in 2004, the UK, Ireland and later Germany received many economic migrants from there, coming for seasonal or more qualified jobs, usually paid much better (*5 times on average*).

**Stateless** - A person or ethnic/religious group (*like the Rohingyas, Kurds, or Romani*), who do not belong to any state. Stateless people are not legally bound by any national law or duties (*e.g. military service*) but can also not benefit from many state services (*healthcare, pensions*), although a UN Convention guarantees them certain rights (*education, housing, employment*).

**Right to asylum** - A person who has fled his/her country due to fear of persecution, usually political, has the right to seek asylum in another country. Asylum requests can take months or even years to process, so asylum seekers often stay in a precarious situation for quite some time.







**Freedom of Movement** - This right is enshrined in Article 13 of the Universal Declaration of Human Rights. It gives everyone the right to move freely in the current country, and leave it and other countries whenever it is desired. This is the restriction that this person is legally in this territory and not threatening public safety.

**Geneva Convention** - The 1951 Refugee Convention was ratified by 145 States after waves of refugees fleeing World War II, with the aim of guaranteeing their protection from persecution. The UN High Commissioner for Refugees (*UNHCR*) was established as a guardian of this convention. Updated in a protocol in 1967 it formulates the official definition of the term “**refugee**” used in most legal contexts.

**Dublin Regulation** - The Dublin Regulation (*Dublin III*) is a document ratified by the majority of the EU member states in 2013, and is supposed to establish the state responsible to handle the asylum request of a refugee, to prevent requests in multiple countries. According to the Dublin III agreement, this responsibility lies with the state through which the refugee first entered the European Union.

**Refugee quotas** - The EU plan, drafted in 2015, to resettle (see “*resettlement*” below) 120 000 refugees across member states according to their capacity to integrate them (*population size, GDP, unemployment rate*). The plan was met with fierce opposition from some of the EU’s newer members (*Czech Republic, Slovakia, Romania, led by Hungary*), who view it as an encroachment on their sovereignty.

**Resettlement** - According to the UNHCR, this refers to the transfer of refugees from their country of asylum to another country which has agreed to admit them, where they can enjoy similar rights to nationals, and eventually be granted permanent settlement rights.





**Repatriation** - The term means the return of refugees to their country of origin. For this procedure, international refugee organisations should ideally ensure that this country is safe, but this does not always happen in practice. There is also the possibility to return voluntarily under the support of international organisations.

**Multiculturalism** - This usually refers to the coexistence of many cultures (*religious or ethnic*) within a single society, without these cultures being made to give up their identity. This societal model is usually associated with the UK and US, and with some parts of Germany.



**Assimilation** - The process by which minority groups are encouraged to adopt the culture and customs of the society they live in, order to create a more homogenous society. This is a one-way process that usually involves a loss of identity for minority groups, who are sometimes banned from exhibiting cultural or religious symbols in public, such as the burka ban in France.

**Integration** - This entails newcomers accepting the laws and customs of their host country, without being made to give up own culture. Integration requires a willingness on the part of the host society to accommodate different viewpoints and live harmoniously with other cultures.

**Push-Pull Factors** - These are the conditions that incentivise migrants to leave their country towards certain destinations. A push factor drives people to leave (*for e.g. lack of job opportunities*) and pull factors attract them to a specific country (*e.g. an open immigration policy*).

**Migrant smuggling** - according to EU and UN definitions, is assisting illegal entry in or transit through a country of which the person is not a national or a permanent resident in order to obtain financial or other benefits. *For example, smugglers in Mediterranean sea.*



# ANNEX: FUNDRAISING OPPORTUNITIES

Two of the most well-known sources of funding are the **Erasmus+ programme of the European Union** and the **European Youth Foundation programme of the Council of Europe**.



## ERASMUS+ PROGRAMME

The Erasmus+ prioritizes activities focused on the skills development of young people, promotion of multiculturalism and good practices of youth work, as well as activities focused on social inclusion and equity. If your aim is to organize short-term activities (*training courses and exchanges*), the Key Action 1 (Mobility of Individuals) of the Erasmus+ is a good source.





## Training courses:

With the training courses the aim to enable young people to take part in the international youth work and to promote their creativity and initiative and foster knowledge and cooperation.

### Characteristics:

- Up to 50 individual participants from Erasmus+ programme (and partner) countries
- Specific topic on European level
- NFE - non-formal education
- Duration of activity: 2 days to 2 months (excluding travel)
- Travel reimbursement according to distance travelled
- Organizational support (food, accommodation, material) according to hosting country (quota per participant/day)
- Special needs costs (participants with disabilities + accompanying person) completely covered
- Exceptional costs (visa etc.) completely covered
- Aim: to train young people to work on European level on relevant topics







## Youth Exchanges:

The difference lies in the target group and the objectives, as well as in the amount of money which is granted per participant per day.

Characteristics:

- Groups of young people from different European countries meeting and living together for 5 to 21 days in one of the partner organisations' country
- Each group has at least one group leader aged 18+
- 16 to 60 participants (group leaders excl.), each group min. 4 participants
- Participants aged 13-30
- Workshops, role-play, discussions, outdoor activities, etc. around one relevant topic on European level
- The activities are prepared by the participating groups before the actual exchange
- NFE - non-formal education
- ICL - Intercultural learning
- Financial support like Training Course PLUS: support for participants with fewer opportunities (also clothes, special equipment possible)

**A Youth Exchange is NOT:** a school exchange/ work camp/ holiday/ language course/ sport competition/ summer camp!!! This cannot be funded by Erasmus+!

Every year in autumn there is a MOOC (Massive Open Online Course) on "Erasmus + Funding Opportunities for Youth" organised by the SALTO (Support for Advanced Learning and Training Opportunities) Youth Participation Resource Centre. This free online course will equip you with the basic knowledge and understanding of how to use various funding opportunities and fulfil the funding requirements for international youth exchanges, EVS, the mobility of youth workers, and SD projects (KA3).

For more information about the Key actions of the Erasmus+, follow this link:  
<https://www.erasmusplus.org.uk/what-are-the-key-actions>

The whole Erasmus+ programme guide for 2018: [https://ec.europa.eu/programmes/erasmus-plus/sites/erasmusplus2/files/files/resources/erasmus-plus-programme-guide\\_en.pdf](https://ec.europa.eu/programmes/erasmus-plus/sites/erasmusplus2/files/files/resources/erasmus-plus-programme-guide_en.pdf)





# EUROPEAN YOUTH FOUNDATION

The European Youth Foundation aims at providing financial and educational support for European youth activities, with focus on democracy, human rights and the rule of law through education and youth policy and practice.

EYF focus for 2018:

## 1. Access to rights

- a) Activities promoting critical thinking in the context of young people's access to information and media consumption
- b) Initiatives combating gender inequalities and gender-based violence, with a special focus on the vulnerability of young women refugees and migrants

## 2. Youth participation and youth work

- a) Activities supporting young people's political awareness, active citizenship, civic involvement, participation and decision making at local and regional levels

## 3. Inclusive and peaceful societies

- a) Activities aiming to strengthen youth NGOs in conflict and post-conflict settings
- b) Activities contributing to the Council of Europe Action Plan on Building Inclusive Societies, notably those supporting social inclusion and participation/integration strategies for and with young migrants and refugees and involving the local.

More information on how to apply for the EYF: <https://www.coe.int/en/web/european-youth-foundation/how-to-apply>

Activities available: <https://www.coe.int/en/web/european-youth-foundation/what-we-support>

Only **youth NGOs** from **Council of Europe member states** as well as the **European Cultural Convention Signatories**: Belarus, Kazakhstan and the Holy See, can apply to the Foundation.



## OTHER FUNDING POSSIBILITIES

Sometimes a grant does not cover all costs related to the project or you want to organize a project with a more local dimension. Thus, it might be important to consider other funding possibilities. For example, in many countries, the **government** gives money for activities that support the inclusion or direct aid to migrants and refugees.

But you don't always have to rely on governmental money givers.

**Crowdfunding** can be a possibility that would contemporaneously increase the visibility of your project.

Also, some **business sponsors** might want to support you either with money or food, or equipment donations. Consider though if you want the name of your organisation to be seen next to the sponsor name.







# THANK YOU

IYNF wants to acknowledge our gratitude to all the authors, participants and trainers of projects of the year “Border-Free Solidarity”, as well to IYNF team, Young Naturefriends of Hungary, Naturfreunde Frankfurt and Naturfriends Nivon for organizing the projects, and especially to the European Youth Foundation of the Council of Europe and Erasmus+ programme of the European Union for the support!





*Source of photos and illustrations:*

IYNF archive

Mischa Snaije's personal archive

[www.canva.com](http://www.canva.com) free photos and icons

[www.kasa.am](http://www.kasa.am)

<https://www.victoriadeluxe.be/>

<http://www.caritasinternational.be/en/>

<https://projectshelter.noblogs.org/>

<http://www.asylum-welcome.org/>



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**2017 - Year of Border-Free Solidarity**