

## Final Activity Report

An Erasmus+ Key Action 1 project

### Youth Work Can Unite: Merging Parallel Realities in Europe

22 - 26 February 2017

Graz, Austria



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## Introduction

The recent years have witnessed a significant rise in racism, hate speech and hate crimes against refugees, migrants and minorities in Europe and across the world. Political and financial instability in many nation-states and the aftermath of an ever increasing number of terrorist attacks, as well as political rhetoric on refugees and migrants is fuelling fear and resentment within communities. It is time we organised ourselves and challenged the divisive forces from within our societies. It is time we acted, to challenge narratives that represent refugees, migrants and minorities as society's "others", and worked towards diverse and inclusive societies. As volunteering organisations we have access to young people and civil society organisations. Our mission statement spells out our commitment to the promotion of intercultural understanding, equality of opportunity and peace. We have the potential to make a difference.

The project *Youth Work Can Unite: Merging Parallel Realities in Europe* and its key activity, the training in Graz, Austria from 22 – 26 February 2017 has sought to address these issues by capitalising and building on the knowledge and resource we have at our disposal. It brought together 25 youth workers from 13 countries and volunteering organisations from across Europe: Austria, Denmark, Finland, France, Germany, Iceland, Italy, Netherlands, Poland, Russia, Slovakia, Switzerland, United Kingdom. It comprised anti-racism training, sharing knowledge on the situation of refugees in the participating countries, and developing action plans to tackle racism and hate speech and provide direct or indirect support to refugees in Europe. It is simply the start to addressing racism and to promoting inclusion over the years to come.

The Final Activity Report presents the programme and descriptions of the day-to-day activities of the training, for which we are grateful to all participants for their diligent notes. We would like to extend our heartfelt thanks to the Grenzenlos – ICYE Austria, in particular the team in Graz for their motivation, ideas and enthusiasm; to Shamla Tsargand, trainer of UNITED for Intercultural Action, for sharing her extensive knowledge and experience on anti-racism measures and the situation of refugees in Europe; and to all the participants, our fellow campaigners for a just and equal world, for making the training an enriching and inspiring process.

Rubaica Jaliwala  
ICYE International Office

## Aims and Objectives

The main aim of the project *Youth Work Can Unite: Merging Parallel Realities in Europe* and the 5-day training in Graz has been to build capacity of youth and volunteer organisations in anti-racism education and to develop an action plan to address racism and support refugees in the coming years by identifying potential actions and activities, partners and networking possibilities across Europe.

With the aim of creating unity within diversity, the training's main objectives are to:

1. Provide training on anti-racism and tackling hate speech
2. Share and discuss knowledge on the situation of refugees in the participating countries
3. Share ideas and best practice on challenging populist discourse and media narrative on refugees and migrants and to promote inclusion in Europe
4. Map challenges and outline a plan of action that addresses racism, raise awareness of the situation of refugees, and strengthens diversity across the continent.

## Programme Overview

DATE	DAY	DESCRIPTION OF ACTIVITIES
21.02.	Day 0	Arrival of participants
22.02.	Day 1	Getting Started
09:00	10:30	+ Welcome & Introductions + Introduction of facilitators' team & participants + Getting to know each other / group building activities + Expectations / Contributions / Fears
10:30	11:00	<i>Coffee / tea break</i>
11:00	12:30	+Presentation of the Programme +Objectives of the training +Youth pass +Logistics, reporting on sessions, groups for end-of-day feedback
12:30	14:00	<i>Lunch break</i>
14:00	15:00	<b>Introductory talk: Youth Work can Unite: Merging Parallel Realities in Europe</b> By Shamla Tsargand, Trainer and Representative of UNITED for Intercultural Action
15:00	15:30	<b>Danger of Words:</b> Understanding definitions & concepts related to refugees, migration, race and racism
15:30	16:00	<i>Coffee / tea break</i>
16:00	18:00	<b>Situation in Your Country: Bringing experience and knowledge together and defining main challenges</b> 11 country presentations (15 min per presentation + 5 min Q&A)
18:00	18:30	<i>End of day Feedback in Groups</i>
19:00		<i>Dinner / Intercultural Evening</i>
23.02.	Day 2	
09:00	10:40	...contd. Situation in your country: Bringing experience & knowledge together and defining man challenges

10:40	11:00	Coffee / tea break
11:00	12:30	<b>Training on Anti-Racism and Combatting Hate Speech</b> Session 1: The History Line
12:30	14:00	Lunch break
14:00	15:30	Session 2: Identity, Power & Privileges +World of Images – Perceptions and misconceptions +Power Flower
15:30	16:00	Coffee / tea break
16:00 16:30	16:30 18:00	Session 3: Model of Discrimination +The Wall
18:00	18:30	End of day Feedback in Groups
19:00 20:00		+Dinner +Film screenings
<b>24.02.</b>	<b>Day 3</b>	
09:00	10:40	<b>Tackling Hate Speech directed at Refugees and Migrants</b> +Presentation on hate speech +Selecting Racist statements for Forum Theatre +Forum Theatre
10:40	11:00	Coffee / tea break
11:00	12:30	...contd. Forum Theatre
12:30	13:30	Lunch
13:30 14:00 15:00	14:00 15:00 19:00	Mid-Term Evaluation A talk with Hazem Alshaher Migration Sightseeing Tour & visit to an organisation providing support to refugees
19:30		Dinner in the city
<b>25.02.</b>	<b>Day 4</b>	
09:00	11:00	<b>Sharing best practice</b> - Challenging populist discourse on refugees and migrants, promoting inclusion and diversity in Europe - Europe Coffee House
11:00	11:30	Coffee / tea break
11:30	12:30	<b>Create your own anti-racism and tackling hate speech workshop</b> Design a concrete workshop according to your target group
12:30	14:00	Lunch break
14:00	15:30	...contd. Design your own anti-racism workshop
15:30	16:00	Coffee / tea break
16:00	18:00	Presentations of workshops
18:00	18:30	End-of-day feedback Round

19:00		<i>Dinner / Free Evening</i>
<b>26.02.</b>	<b>Day 5</b>	
09:00	10:30	<b>Mapping Challenges and outlining a strategic action plans</b>
10:30	11:00	<i>Coffee / tea break</i>
11:00	12:30	<b>Presentation of challenges and strategic action plans</b>
12:30	14:00	<i>Lunch break</i>
14:00	15:30	<b>Dissemination and visibility plan</b>
15:30	16:00	<i>Coffee / tea break</i>
16:00	17:30	<b>Final Evaluation and Closing</b>
18:30		<i>Farewell Dinner</i>
<b>27.02.</b>		<b>Departure of participants</b>

## DAY ONE: 22<sup>nd</sup> February 2017

The training started with a welcome from the ICYE International Office and the Grenzenlos team, followed by the introduction of the two trainers, who invited participants to introduce themselves and the organisations' they represented, as well as their experience in anti-racism education and refugees issues if relevant. The round of introductions led to two group building activities that enabled participants to familiarise themselves with each other's names and to get to know each other.

### Expectations/Contributions/Fears

The first session comprised participants' "*Expectations, Contributions and Fears*" with respect to the training, for which they received 3 coloured post-its (blue, red and green) and were asked to reflect on their expectations of the training that they were to write on blue post-its, their fears on red post-it's and their personal contribution to the training on green post-its. Once the participants had written their post-its, the trainers invited each participant to come up and present these to the group to share the results of the activity and evaluate the participants' involvement and their feedback. As participants presented their expectations, contributions and fears, they pasted their post-its on the flipchart prepared by facilitators. Expectations in the upper weighing scale, fears in the lower scale and personal contribution in the light bulb.



Right: Picture of participant explaining what she wrote on her post-its.

Left: Picture of flipchart with all Fear, Expectations and Contributions on it.



## Introductory talk by Shamla Tsargand

The introductory talk was given by Shamla Tsargand, one of the trainers and a representative of UNITED for Intercultural Action, a European Network against nationalism, racism, fascism and in support of migrants and refugees. UNITED coordinates, supports and strengthens a network of 560 organisations from 46 European countries. They all share values such as intercultural communication, diversity and Human Rights. UNITED are concerned about the international situation and about the direct and indirect forms of discrimination, hate crimes and intolerance and place emphasis on intercultural understanding, equal rights for all and a Europe without racism.

### Main points from the presentation by Shamla Tsargand:

#### Terminology:

- **Migrant:** a person who moves from one place to another in order to study, work, create a family, tourism, EVS.
- **Expatriate:** a person who lives outside their native country (same as migrant)
- **An asylum-seeker:** is someone whose request for protection has yet to be processed.
- **Refugee:** a person who has been forced to leave their country in order to escape war, persecution, or natural disaster.
- **Terrorist:** a person who uses unlawful violence and intimidation, especially against civilians, in the pursuit of political aims.

In the public discussion the contributions of migrants in different fields is usually forgotten. The term "*migrant*" has gotten a negative connotation; many have started to use "*expatriate*" instead. Meaning of the two terms is the same.

#### Synopsis:

- 244 million economic migrants in the world (5% of the world's population), 20 million of which are refugees;

- 50 million migrant workers in the EU which is equal to 9.8% of the 508 million EU population; However EU needs more workers...
- 8 million refugees in the EU in total as of 2015; among them 1/3 (third quarter 2016) of which are Syrian, of which 73% - Christians

An economic migrant is a person who goes to another country in search of work.

There is discrimination between refugee groups: at the moment those escaping from war are given priority to those fleeing for other reasons.

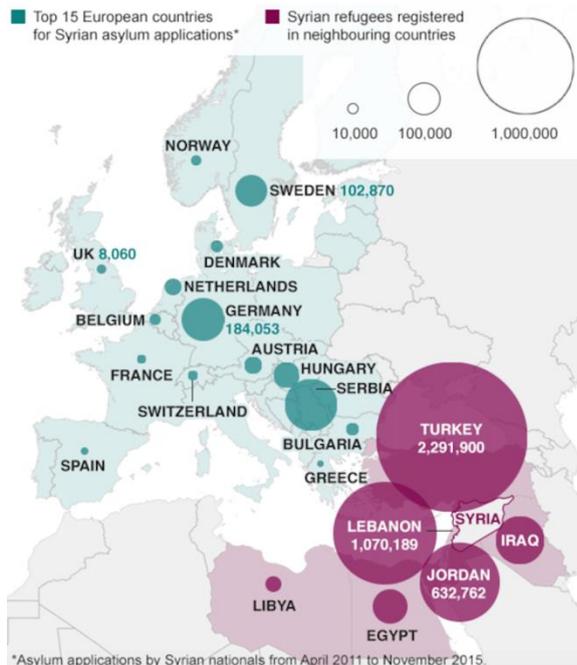
In 2009 the EU introduced the blue card, aiming to attract skilled workers. The criteria for the blue card: need a degree on a specific field, need professional experience and must meet high salary criteria. Also companies can only hire a migrant if there is no citizen/resident competing for the same job.

The existing 50 million migrant workers in EU are among the best taxpayers: during the 5 years they pay extra high tax, and have no right to use the social services

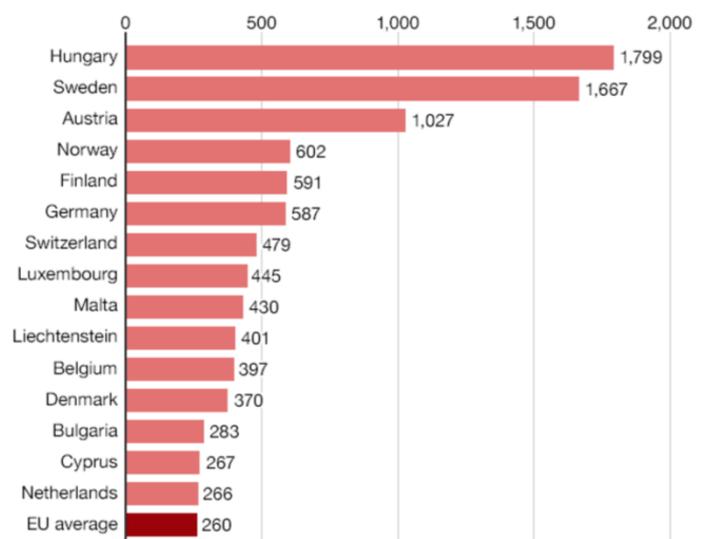
The largest amounts of refugees are focused in Turkey, Lebanon, and Jordan. Based on the amounts of applications received in Europe, calling the situation a refugee crisis is an exaggeration.

Statistics:

Syrians in neighbouring countries and Europe



Asylum applications per 100,000 local population, 2015



Some governments, for example Hungary, claimed much higher numbers of refugees than statistics actually confirm. The biggest anti-immigration campaigns have usually taken place in countries that have received the smallest number of refugees.

Why refugees come to Europe instead of staying in the region from where they come? In the case of Eritrea: Military dictatorship and extreme conscription policies have forced people to leave. However they can't stay in Sudan, Yemen or other neighboring countries due to religious and human rights

issues. Since the last years Eritrean refugees cannot stay in Egypt or the Middle East area either, so therefore Europe is often the closest safe region to go to.

#### They just want better life conditions...:

- There are a lot of prejudices about why refugees come to Europe. One of the popular ones being that they “just want better life conditions”, when in fact the reality looks very different. Refugees are people who have been forced to leave their homes and are sacrificing their lives to travel to Europe.
- In the period 1993-2015 more than 22.000 deaths can be put down to border militarization, asylum laws, detention policies and deportations. Most probably thousands more who are never found <http://unitedagainstreugeedeaths.eu/>
- According to the IOM, more than 3,770 migrants were reported to have died trying to cross the Mediterranean in 2015.

#### What is it like to be a refugee in EU?

Upon arrival to a new country or continent, refugees are faced with a lot of difficulties. Below is a list of what problems a refugee can be faced with in the EU.

- Already formed opinions about refugees/newcomers - hawkers illnesses, consumers, social benefits hunters, terrorists, rapists, Islamists ...
- Discrimination
- Racism
- And other phobias
- Language (no language - no integration ...)
- There is no floor for self-expression, values and attitude, point of view, world outlook
- Access to the labor market
- Access to housing
- Unknown system (social, medical, security, and others.).
- Education (schools, kindergartens)
- Children of Migrants
- The conflict of identity
- Psychological pressure
- The absence of friends and family

There are plenty of prejudices connected to refugees, which leads to discrimination and racism. Looking different from the mainstream population is already enough to cause fear and discrimination, and the stereotypes are often linked to terrorists.

Furthermore, limited language skills limit self-expression and integration of refugees.

Access to labor market requires language skills and the right type of education, which requires time. Often only the 2<sup>nd</sup> and 3<sup>rd</sup> generations of immigrants/refugees can reach higher levels of education, but still they face discrimination due to their background.

On the myth about refugees coming to abuse the best welfare systems: usually they have very little information about the social system of the countries they enter.

## **Youth Work Can Unite:**

How can we help refugees arriving and adapting in our own country?

- Help to learn the language
- Help to arrange/find housing
- Organizing public events, festivals, storytelling, concerts, living library, theatre
- Building the bridges between the local community and newcomers
- Mentoring
- Educate the general public, door to door/peer to peer actions
- Launching online information campaigns

### ***Session Report:***

The session report comprises the questions and discussion that followed the above presentation.

- In English there are 3 groups: asylum seekers, persons guaranteed temporary protection and refugees.
- A person becomes an asylum seeker when they ask for the right to seek asylum from the authorities of their home country. After the basis of the request is assessed, they can receive either temporary protection or refugee status. Earlier the process was much faster, as also the amount of asylum seekers was smaller.
- The refugee status is reassessed every 5 years: if it is concluded that the situation in the home country is safe, the refugee status can be rebuked and the person has to go back.
- Authorities need to check the person's background and find out if their story is based on facts.
- Unaccompanied minors are the most vulnerable category of people. In 2009 earlier regulations were changed so that Dublin II gave children the right to stay until they turn 18, after which they have to return to their country of origin.
- Deportation: at the moment for example Greece does not have the money to deport people, they just inform the people that their application has been denied but they cannot follow up on this.
- In some countries refugees can apply for citizenship or permanent residency after 5 years or so, or alternatively the prolongation of the refugee status.
- Distribution plan of refugees: EU cannot force the member states to accept more refugees than they want to, even when EU pays for the costs.

## **Danger of Words**

In this session the participants were divided into 5 groups. Each group had a theme and were given an article according to their theme. The groups were asked to read the article they were given and discuss which words in the text were "dangerous" in the sense that they are negatively charged.

The challenge here was that one does not notice some words as being negatively laden the first time one reads the article because insinuations can be subtle. Reading an article the second or third time can change one's view on what the article is actually saying. This exercise helps to show how the media can manufacture articles to create a certain attitude towards refugees, which you do not notice unless you take a closer look.

## ANNEX 1: The 5 articles used in the danger of words



### **Session Report:**

#### **Group 1**

Words: Safety and Mobility

Title of article: *“ISIS terrorists using fake passports to sneak into Europe and attack UK”*

- “Sneak out” – permission needed from the west
- Terrorists can masquerade as vulnerable refugees
- “Deathly mission”
- Profiting from vulnerable refugees
- Defining Islam as terrorism
- Europe posed as poor victim that cannot defend itself
- Point of article to scare European citizens about immigrants coming to Europe
- Rise in mobility of immigrants will increase risk

#### **Group 2**

Words: Migrants and Refugees

Title of article: *“4 out of 5 migrants are NOT from Syria”*

- “Real” refugees with “real” reasons to leave their country of origin. Syrian refugees are the only “real” refugees. Iraq and Afghanistan not included as they are considered safe countries
- “Economic migrants” implies different reason to flee a country – war being the only legitimate reason to do so
- Reasons for migration does not have to be life or death
- Dehumanising language on migrants/refugees
- Article contradicts itself gives context to the situation in countries previously stated as “safe”

### Group 3

Words: Rights and Benefits

Title of article: *"Migrants REFUSE to claim asylum in Denmark "*

- Migrant/refugee/asylum seeker used interchangeably
- "Salary" for refugees
- Benefits cut by 50% but no context of how much money is needed for daily life costs in Denmark, no indication if this covers housing, health costs etc.
- Migrants "demand" movement to other European countries
- "Impossible flow", "refugee crisis", "migrant crisis"
- Foreign nationals also mentioned in terms of permanent residence in Denmark – different terminology than previously used, could mean anyone not from Denmark
- Call for hard border between Austria and Germany

### Group 4

Words: Crisis and Solidarity

Title of article: *"Visegrad group against refugee quotas: Polish minister "*

- Solidarity with neighbouring countries not with refugees (Hungary, etc.)
- Solidarity but around negative concepts and ideology
- Target destination – term sounds like a holiday
- "Waves" of migration – doesn't sound like discussing people
- Confused facts on numbers of Syrians and numbers of refugees in total

### Group 5

Words: Invasion and Inclusion

Name of article: *"MORE AND MORE REFUGEES: Serbia will soon be Islamised by migrants"*

- Islamisation of Serbia
- "Invasion"
- Illogical that refugees are not hosted in rich Middle Eastern countries
- Article includes pictures of an "average migrant" with profile – humanoid image next to African looking person. Described as 25–35, military able/combat experience and unmarried
- "Normal" migrant from Syria
- "Normal" migrant will carry no more than €300 not because poor but because after being robbed this is the maximum that can be withdrawn from money transfer
- Official spokesperson – expressed asylum intentions – linked to Serbia becoming a host instead of current position as a transit nation
- Article lacks clarity

## Situation in Your Country: Bringing experience and knowledge together and defining main challenges

This session, which continued into the morning of day two, had participants present the situation of refugees in their respective countries. The presentations focused on the problematic facing refugees, the media narrative and populist discourse on refugees and migration, the kind of support received (from the government and civil society), as well as the support they believe is urgently needed including anti-racism measures. There were 11 country presentations, each followed by a short Q&A.

### Austria:

Austria is the 6th country in Europe to receive the most asylum applications

Year	Applications
2011	14 416
2012	17 413
2013	17 503
2014	28 027
2015	88 912
2016	42 073

The main problems of the Austrian government have been finding accommodation and integration. At the beginning, the government only focused on providing accommodation for the refugees. They had to live in tents for days no matter what the weather was like. After this the government also started focusing on other things such as education, work and language courses. Asylum seekers are not allowed to work and therefore there is different economical support from the government for food, healthcare, accommodation and clothes. After the asylum interview is approved, they become refugees and then they have the same rights as Austrian citizens.

Populist discourse: the freedom party (right wing) is quite strong (around 30%). They are pleading to help people in their own country instead of having them come to Austria.

### Populiste discourse

- ▶ FPÖ around 30% for next election (strongest right now)
- ▶ Plead in helping people in their countries
- ▶ See different „culture“ as problem
- ▶ Other parties using their vocabulary and making laws which were originally made by the populists

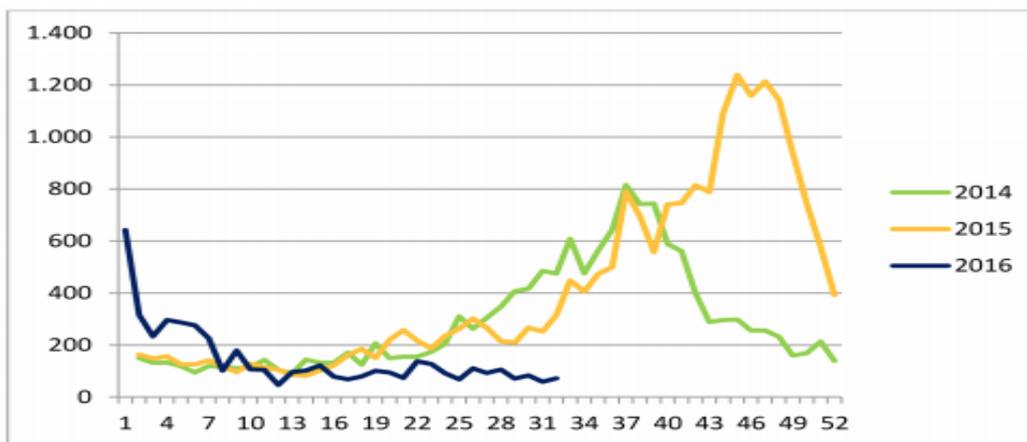
# After "Interview/Examination"

- ▶ Positive for asylum: Convention Passport, Austrian Rights and 'mindestsicherung' (800€)
- ▶ Subsidiary: grey card – new examination after 1/2 years + 'mindestsicherung'
- ▶ Negative

## Economical support (while green/white card)

- ▶ Health insurance
- ▶ Accommodation
- ▶ Food 40€/week
- ▶ Pocket money 10€/week
- ▶ Clothes 150€/year
- ▶ School material 100€/year
- ▶ If something else is needed -> donations

### Denmark:



The number of asylum seekers every week

Economical support: The refugees who live in an asylum centre get economical support. That is about 220 Euro a month. A family with a mother a father and to children they will get 681 euro a month. When they get a residence permit the council gets an amount of money from the government to help with their integration in learning Danish getting an education, or getting a job.

Education: The children have the right for an education in the asylum centre both primary and secondary school. The teaching is in Danish, so the children have to learn the language.

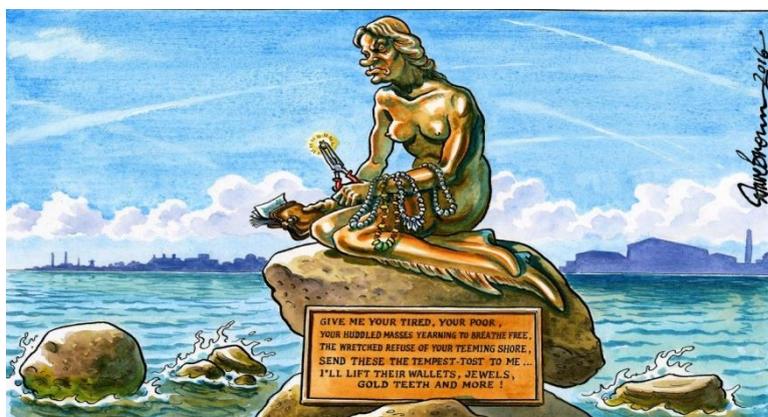
Health benefits: refugees have the right for urgent care and necessary doctors' visits.

Work: refugees can apply for a job 6 months after they get registered in asylum centre; in general it is hard to find a job when you do not speak Danish.

Residents: as a refugee when your case is being processed you have to live in an asylum centre

Politics: The Danish People's Party is generally described as right-wing populist. In the media it has been described as a nativist and anti-immigrant party. They work against Denmark becoming a multi-cultural society by limiting immigration. Over the last years, the party has experienced growth and are now bigger than they have ever been.

Before the election, when asked, people did not say that they would vote for DF, and therefore the turnout was very surprising. They got over 20 % of the votes. People are not proud to openly support the party, but they vote for them anyway.



Denmark used a controversial 'jewellery law' to seize assets from refugees when they crossed the border to Denmark.

*On the left: Caricature drawing from a newspaper mocking the jewellery Law.*

The Danish government (lead by the Danish People's Party) has placed an advertisement in a number of newspapers in Lebanon. The ads carry an unspoken yet unmistakable message: Don't come to Denmark.

## Finland:

### Background

- ▶ Finland's population approximately 5,5 million people  
-> only around 6% of the population has other native language than Finnish
- ▶ First larger wave of refugees in the 1990's from Somalia
- ▶ The annual amount of asylum seekers between 1000-4000 people. The year 2015 brought a major change
- ▶ Number of asylum seekers:
  - 2014: 3651 (Main countries of origin: Iraq, Somalia, Ukraine)
  - 2015: 32 476 (Iraq, Afghanistan, Somalia)
  - 2016: 5651 (Iraq, Afghanistan, Syria)
- ▶ During 2015 only 1879 applicants were granted asylum, more than 4000 (mainly Iraqis) chose to voluntarily return

The increase in 2015 caused a lot of trouble for the government. The decision-making process was slow and the asylum process took a while.

## Challenges

- ▶ **Structural challenges;** homogenic nation, challenging labour market situation, formal education and language demands
- ▶ **Institutional challenges;** lack of resources (immigration authorities etc), long decision-making process
- ▶ **Attitudes;** rise of nationalism, hate speech, populist anti-immigration policies, not in my backyard -reactions



## Refugees in media and political discourse

- ▶ Polarization of opinions about multiculturalism, globalisation, immigration
- ▶ Increase of open hate speech
- ▶ Questioning of mainstream media's reliability
- ▶ Political reactions; attempts to limit immigration by new legislation (family reunification, social benefits), changing policies of the government coalition, rise of radical movements



Increase in hate speech. The development is similar to the rest of the European countries.

Political reactions: the Populist Party attempts to limit immigration by new legislation. They have succeeded in also convincing the other parties to work with them on some areas.

Group: "Soldiers of Odin" (against non-Finish people coming to Finland) - they received a lot of criticism and got made fun of in the media a lot.

Many organisations have specialised in the helping to welcome refugees. E.g. sports clubs, churches, Red Cross.

## France:

Refugee status gives refugees a residence permit for 10 years (in many countries it is only 5 years) and you have the same rights as French people. You get training and can have a job or study.

# Asylum seekers

- Refugee status: residence permit - 10 years
- Subsidiary protection: residence permit – 1 year

Calais Jungle- a big refugee camp that has existed for about 15 years. It was destroyed. The refugees moved to different supportive social centers. Up until then it was the biggest “slum” in Europe. The camp does not exist anymore.

There are different initiatives to help refugees, both for when they just arrive and also for long-term help like with jobs, accommodation, etc.



There are many racist websites that show where there are mosques in France (cause where there are mosques there are Muslims). Since the November attack in Paris, the number of people against refugees coming to France has increased a lot. People do not know much. Many think that all refugees come from Syria.

France is still in a state of emergency and therefore there is a big focus on safety. Critics say that the politicians have forgotten about the rights of the French people (Liberté, Égalité and Fraternité) in favor of the security. See caricature above. There will be election in France soon. The right wing populist parties are also increasing like in other European countries. Refugee-crisis and security will be big topics in the next election in April.

## Iceland:

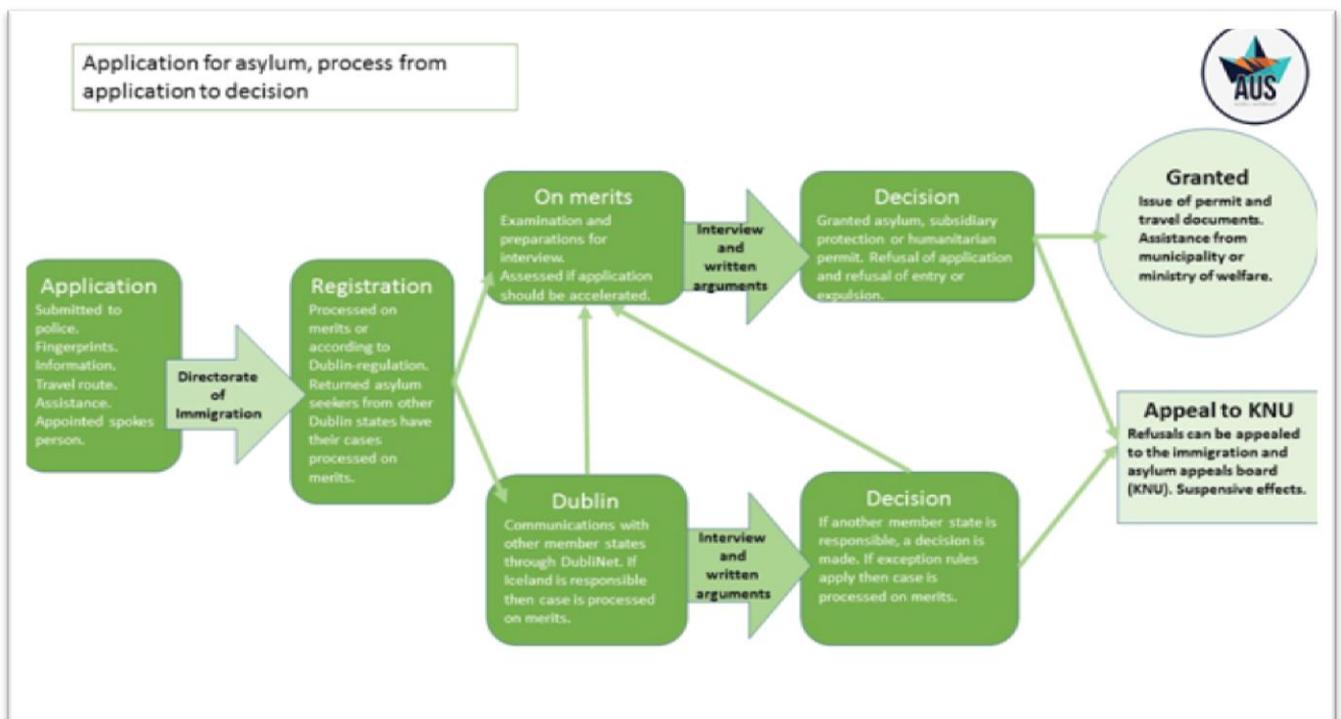
Iceland is a member state of the **1951 United Nations Refugee Convention (UNHCR)**.

The Icelandic Act no. 96/2002 on Foreigners addresses the case procedure regarding application for asylum.

Since Iceland's refugee policy first initiated in **1956**, the country has accepted a grand total of **584 refugees**, a rate lower than other Nordic countries.

Iceland is very strict on the Dublin-convention. If it is decided that a refugee is a Dublin case, it is almost impossible to get asylum in Iceland.

There has been a big increase in people seeking asylum in Iceland. The asylum application number in 2015 was about 450 and in 2016 it had risen to about 1000. In September 2015 the government made a refugee quota pledging only to accept 50 refugees. There was a big resistance from the Icelandic people protesting and saying that they could host more people. Icelandic people started offering that they could host refugees. In their own homes and via Facebook 11,000 Icelanders called on the government to increase its intake of refugees.



The above photo provides an overview of the asylum seeking process in Iceland. From January - March 2016 147 applied for asylum, only 25 got accepted.

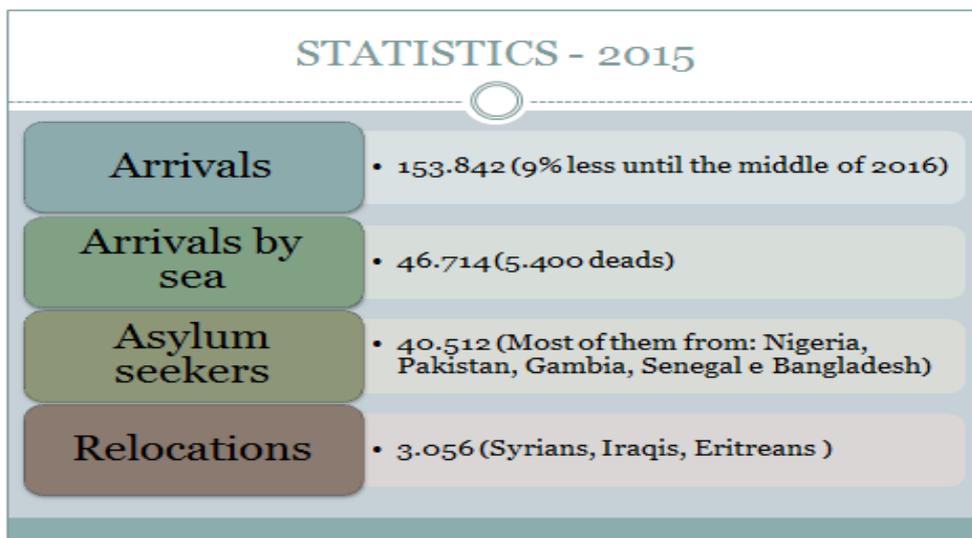


*Left: The picture is from a refugee case with a 17-year old staying in church from solidarity. He did not get asylum and was sent back to Baghdad. There is a video of him being dragged out of the church by police officers.*

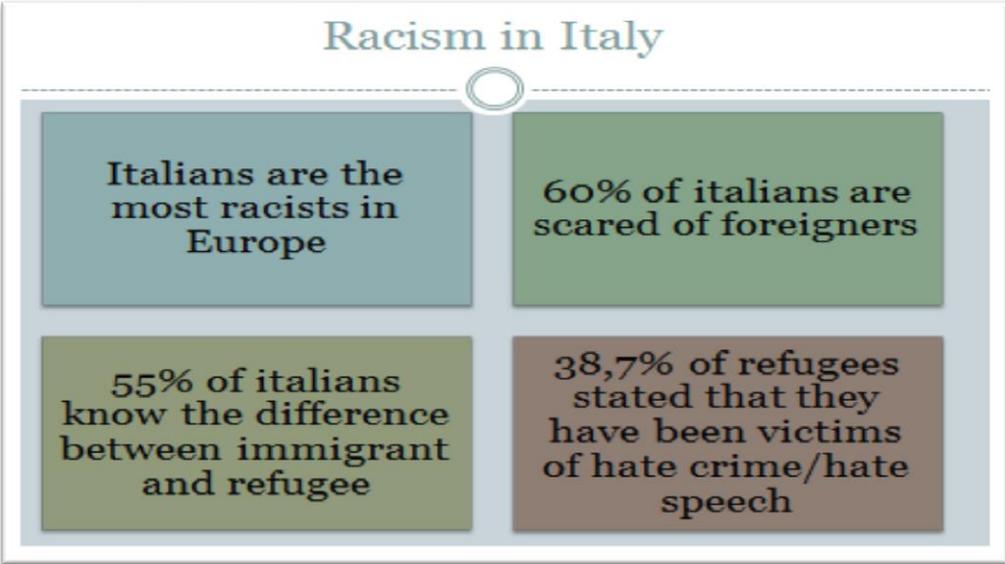
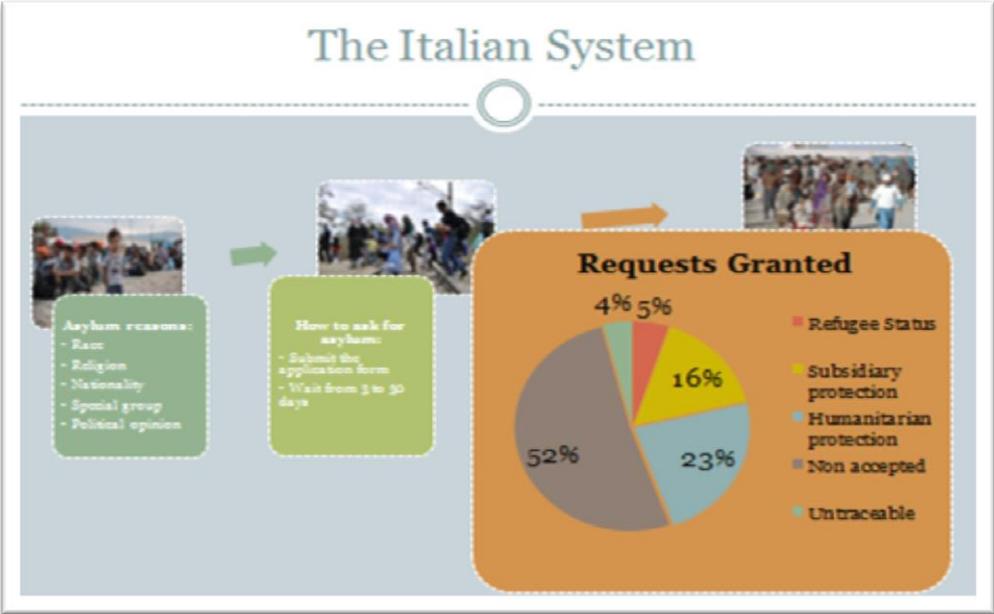
There was also a case of a Somalian asylum seeker, who cycled to Norway because you cannot drive or walk according to the law, but there is no law about cycling. From Norway he flew to Iceland. He will probably not get asylum because of the Dublin law.

The Icelandic nationalist party only got 2% of the votes and now they don't exist anymore. In general, there is no negativity in the media or in politics about refugees. People are very open to welcoming refugees.

### Italy:



In 2017 over 12.000 people arrived by sea to Europe and 9.000 of them arrived in Italy. From the people who seek asylum in Italy, only 5% are recognised as refugees. Therefore, there are many people living in Italy without a legal status.



Racism in Italy: According to statistics, Italians are the most racist people in Europe. Almost 39% of refugees state they have been victims of hate crime or hate speech in Italy. Even though there are more refugees in the south, there are more problems in the north, because people are more racist there.

Media: 33% of news is about foreigner's situation in Italy. Example of a title of an Italian newspaper: "*Less illegal immigrant = less crime*".

People in Italy are very dissatisfied because they think that the government should not give so much money to refugees and instead take care of Italians. There has been an increase in populist speeches about Italy giving money to refugees. At the same time, Italians blame themselves when a boat with a lot of refugees sink and people do not make it over the sea.

## Programs

- **UNHCR.** The United Nations High Commissioner for Refugees is contributing to face the current situation. This includes interpreting services, legal information, and basic aids. **The institution provides basic humanitarian assistance**, such as water, energy bars, sleeping bags, and sanitary kits. It can mobilise over 300 professionals to assist 600,000 people within 2 hours from the emergency. Just a few days ago, it launched an appeal: "If only 1% of Italian millionaires donate 15,000 euros, the UNHCR would have funds enough to assist 22,000 Syrian families, reducing the risk that thousands of children end up in human traffickers' hands."
- **Caritas.** It raises funds in favour of refugees. In fact, over the 4 years of conflict, it funded projects for 1,878,500 euros in Syria, Lebanon, Jordan, and Turkey. Over 400,000 euros have been destined to the activities of Caritas Syria. It works with a pilot project in Lebanon, organising training sessions and practical activities aimed to teach conflict peaceful resolution techniques. In 2014 alone, the entire network of Caritas, helped over 1.2 million people in Syria, Lebanon, Jordan, Turkey, and Iraq. In October it will launch the initiative **Rifugiato a casa mia**, thought for those families **Sos Villaggio dei bambini**. The NGO, through the SOS Emergency Programme launched in late August, works to help minors, pregnant es willing to **host a refugee**. To participate to the project, please contact the association.

Help provided: Save the children and other Italian organizations help refugees.

When refugees come to Italy, a lot of them disappear, because the Mafia takes them to work.

### Poland:

There are banners saying "*refugees welcome*", but unfortunately there are a lot more saying the opposite. Discrimination and hate speech has been growing a lot in Poland. Politicians also do it, so people don't see it as a bad thing.

- September 2015: Poland agreed to accept the one-time number of refugees: 7 thousand, mainly from Syria and Eritrea, coming to Poland in smaller groups, until 2017.
- According to the current knowledge, the Department of Foreigners & other public authorities are preparing to implement the plan.
- However, after the attacks in Paris and Brussels, the Prime Minister Beata Szydło has multiple times said that she thinks Poland is not ready to accept the refugees.

Current refugee crisis: there was criticism against Poland for not taking in refugees and as a response the previous polish government made the promise to accept 7000 refugees. They were supposed to come in January 2017, but this did not happen. The government is covering it up. There still has been no statement on when they will arrive; the government just says that Poland is not ready for refugees.

- 23.03.2016, PM Beata Szydło in the media: “I don’t see the possibility that at this moment the migrants would come to Poland.”
- In 2016, the government has given 34,7 mln zł (=8 mln euro) for Syrian refugees. For a comparison, it has given 80 mln zł (=18,6 mln euro) for the subsidy for Mercedes-Benz company.
- Jarosław Kaczyński in 2016: “immigrants can bring unknown illnesses.”
- The case of Sopot

It is very common that leading figures/politicians make claims about refugees. Not long ago a public figure (Jaroslaw Kaczynski) stated that refugees are bringing weird diseases to Europe. There was a suggestion to bring ten Syrian kids to Poland; a politician stated that they would pose a threat to polish security.

The government has stated that they have received a lot more refugees than they actually have, and in general the discussions in Poland are very non-factual, which means that it is hard to trust what the politicians say. There are references to Trump’s America and fake news.

- The attitudes towards refugees shaped by the fact that there is very few foreigners - the situation is pretty recent.
- The system is very ineffective in integrating them, providing them with adequate means and support to begin the new life.
- The education of the local population about the refugees is practically non-existent, and the NGOs that could do all of the above work - underfunded.

The number of registered hate crimes in Poland in 2015 was 1548, which is doubled since 2014.

You cannot get a lot of help when you arrive in Poland, and it is particularly hard if you do not speak polish. There are issues around Polish language learning for the refugees. They get very little or no classes for this. In short, very little help is given to refugees. The rate of hate towards refugees is high.

## Slovakia:

### Migrants - statistics 2016

- Total: 93 247 people
- Represents 1,72% of the total population (6th least in the EU)
- 42% of these are from neighbouring countries: 14% Ukrainians, 11,1% from the Czech republic, 8,4% Hungary, 6% Poland, 2,5% Austria
- 55,8% come from within the EU



Only 1, 72% of the populations in Slovakia are migrants. This is one of the lowest numbers in Europe. Slovakia is not used to having migrants/refugees or people who are different from their own culture/language. The prime minister does a lot to make Slovakia look unattractive to refugees. He is the one portrayed in the caricature in the picture above.

### Refugees - statistics

- 1993 - 2016: 58 467 asylum applications, 820 asylums granted, 684 sub. protection
- 2015: 330 asylum applications, 8 asylums granted, 41 subsidiary protection
- 2016: 146 asylum applications, 167 asylums granted, 12 sub. protection
  - Pilot resettlement of 149 Assyrian christians from Iraq, currently only 85 remaining

2015: 330 applications= 8 asylums granted. 2016: 146 applications= 167 asylums granted. The reason this number is so high is because the Slovak government ran a program with refugees from Kurdistan, where they flew them in. Most of them have now returned home.

### Refugees - upon arrival

1. Detention (usually captured by police near border crossings)
2. Reception centre in Humenné
  - a. Also a transit centre for refugees going to Canada or the US
  - b. 1 month compulsory quarantine
  - c. Initial interviews and background check
3. Accommodation centres in Rohovce and Opatovská Nová Ves
  - a. Up to 3 months till decision
  - b. Not allowed to leave and work, only on special permission
  - c. Up to 3€/day
  - d. Basic care provided
  - e. Limited Slovak language classes and free time activities provided

On arrival in Poland, refugees are taken into detention and no information is provided, i.e. they do not even tell them that they can apply for asylum. They have to stay in a center for one month, where their background is checked as well as if they have any diseases, etc. It is estimated that they (asylum seekers) live on 3 Euros a day. Very little help is provided.

If you are granted asylum in Slovakia, it is a permanent resident permit. Once granted asylum, more help is provided like language courses, money, accommodation, etc.

## Refugees - what is happening currently?

- August 2016 relocation scheme from Greece launched
  - Expected 200 people by July 2017
  - Every other months Slovakia offers to relocate up to 10 people
    - Only women with children
    - From Syria and Iraq
    - With “papers”
- 550 scholarships for students from war-torn countries
- Increased amount of development aid (promised by 10%)



Actually Slovakia has seen a decline in refugees arriving in the recent past.

Relocation: The Slovak government decided to help Italy and Greece out of solidarity. The government said it would take in some refugees if they are Christians, they must be mothers with children, and they must have identification. In the end, only about 3 people came in the first month.

The number of refugees coming to Slovakia is so little that the Slovak people almost know them by first name.

### 1. Security

- Prime minister equates migrants with the threat of terrorism
- Prime minister openly discussed monitoring muslims in the country
- Enables the extreme right party “Our Slovensko” earn places in the parliament (March 2016)

### 2. Religion:

- Prime minister announces the willingness to receive refugees of only Christian background (100+100)
- Prime minister promises to work against the creation of “coherent muslim communities” in Slovakia
  - i. A law is passed that raises the bar on the number of believers of a faith to get registered from 20 000 to 50 000.

The prime minister tried to equate refugees with terrorists. Due to this rhetoric, for the first time Slovakia has a far-right government.

## Refugees - public discourse

1. Opposition parties
  - a. Most share similar beliefs, some more or less voice similar concerns as the government
  - b. Only one party calls for moderation in the public discourse
2. Media
  - a. The usual: tabloids are the loudest and anti-refugee



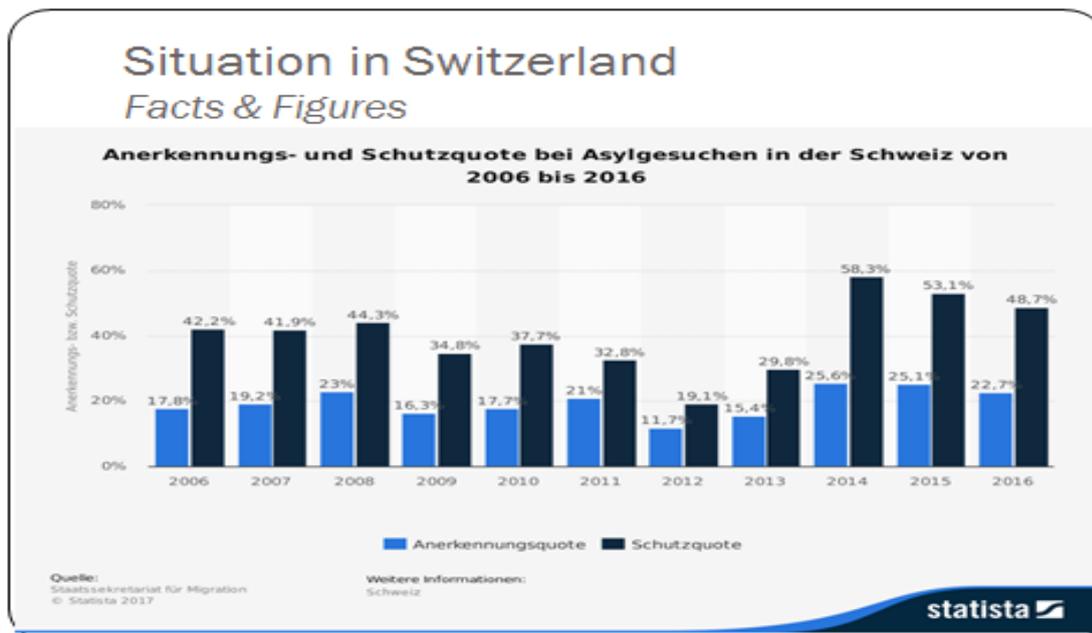
Religion: The prime minister said “we will not allow coherent Muslim communities to exist in Slovakia”

## Switzerland:

The graph below shows the numbers of asylum seekers in Switzerland:



There was a peak in 2015 with 39.000 asylum applications. Switzerland has granted a lot of asylums and in 2016, 22% of people seeking asylum in Switzerland were approved. About half of them have a temporary protection in Switzerland. The graph below shows in light blue the asylum seekers who have received asylum. The dark blue columns show the asylum seekers who have received protection.



Switzerland is a confederation of 26 cantons, which means they have different laws and money in the different districts. It has a system that divides the refugees around the cantons according to size, etc.

In June 2013 & 2016, the Swiss accepted new asylum legislation by referendum:

- Decision on asylum application to be made in arrival centres
- Faster procedures/less than 100 days (which also results in more mistakes)
- Free legal assistance during procedure
- Early-on information about support offers for return, residence permit status and consequences

The June 2013 & 2016 Referendum: 5 «types» of refugees:

- Asylum seekers: permit N
- Rejected asylum seekers: obliged to leave
- Recognised refugees with asylum: permit B (regular permit for 5 years)
- Temporarily recognised foreigners: permit F (1 year)
- Temporarily recognised refugees: permit F (special «type» because of Swiss federal law; 1 year)

Challenges related to immigration matters:

- About 100.000 refugees currently live in Switzerland: communities resist the «culture of welcoming» because of problems too complex to solve (cultural backgrounds extremely different from Swiss culture).
- Strong political right wing movement in parliament, swing to the right after elections of 2015, yet not in the Council of States. After latest few referenda: slightly back to the «centre» (February 2016): Implementation Initiative, Eased Naturalisation for Third Generation, Revision of Asylum Law
- Right wing party SVP constantly points out the great loss of the «Swiss culture», loss of jobs

- Misuse of asylum policies by applicants
- Incorrect decisions on asylum applicants
- A number of unaccompanied minors
- Finding a job, also for young recognised refugees, especially if only recognised temporarily.
- Many asylum applicants arrive by Italy and are systematically sent back (Dublin Convention), although Italy cannot guarantee adequate support → decision of European Court for Human Rights ruled against this practise.
- In a referendum in 2010 the Swiss people accepted the «Deportation Initiative» by the SVP, the far right party in parliament: regardless of their permit status, foreigners committing (minor) crimes can be deported.

#### Media Coverage 2016:

Home themes: covered from a « distinctive threat perspective»

- Fear of refugees (asylum politics)
- Fear of foreign workers (implementation mass immigration initiative)
- Fear of foreign criminals (enforcement initiative)
- Fear of Islam (debate about integration of migrants and Muslims)
- Danger of Islamist structures in Switzerland

An immigrant quota per year has also been made, which e.g. also affects ICYE, because the volunteers are also considered as immigrants.

#### **Russia:**

The Russian situation is different from the other countries in Europe. Primarily migrants from Ukraine come to Russia with over 300.000 coming in 2015. They are not refugees. Russia does not accept refugees from Syria. There was just one case in the last 5 years, where a family tried to go to Russia because they had family there. They were not accepted into the country and detained at the airport. As this story got a lot of attention in the media, the family was allowed to stay in Russia.

It is very hard to get a residence permit in Russia. There is a rule that says that people applying for residence in Russia need to speak C1 level of Russian and should know Russian history.

#### **United Kingdom:**

Country	No. applications	Country	No. applications
Eritrea	3,756	Afghanistan	2,807
Iran	3,694	Iraq	2,609
Pakistan	3,254	Albania	1,809
Sudan	2,912	Nigeria	1,509
Syria	2,539	Sri Lanka	1,396

UK has a long history of accepting immigrants/refugees and especially London is a very multicultural city. 41% of people living in inner London are foreign-born.

In total in 2015 there were more than 38.000 applications for asylum. On average 28% of

asylum applications between the years 2007-2015 were successful. Right now it is a difficult time to apply in the UK because they do not know how their situation with Brexit is.



## Asylum Seekers

- No right to work in the UK
- Application to UK Visas and Immigration department for all housing and financial support
- Section 95 support (as well as housing assistance):
  - a single person gets £36.95 per week
  - a single parent with one child gets £73.90
  - a single parent with two children gets £110.85
  - a couple with two children gets £147.80
- Access to all levels of healthcare
- If your application is denied you have the right to appeal
- Those who are granted asylum are given leave to remain or discretionary leave to remain
- Gateway protection programme UNHCR (750 people)

Asylum seekers do not have the right to work in the UK. They have access to healthcare. They get money, but not a lot compared to the high level of costs in UK. E.g. Prices in London are so high that you can rent a tiny one room apartment for 740 pounds per month.

There are nine detention centres in Britain. Some are run by private security companies, others by the Prison Service. People in detention cannot leave and have very limited freedom of movement within the centres. Security levels are similar to prisons. Unlike other European countries the UK is one of the only countries that can detain people indefinitely.



## Failed Asylum Seekers

- Can be stuck in “migrant purgatory”
- Section 4 support is available to those who have been refused asylum and have no recourse to public funds
- Includes
  - Housing
  - £35.39 per person on a payment card for food, clothing and toiletries for use in certain shops
  - Slightly more if pregnant or have dependent children
- However the payment card is not offered if the accommodation offered is refused

There are a lot of undocumented migrants in the UK.



## Undocumented Migrants

- “Hidden” population – impossible to estimate numbers
- Includes those:
  - trafficked into the UK
  - who do not make an asylum claim because they do not receive legal advice
  - who come to the UK to work without a visa
  - domestic workers on a visa sponsored by employer who then leave their employer (or their employer does not renew the visa).
  - on a spousal visa and the relationship then breaks down
  - on a student or working visa and are then unable to return home because of conflict
- NHS and DoE now sharing data of those they suspect to be undocumented with Home Office

The authorities use doctors and other public institutions to get information about the immigrants. So e.g. if a child is sick and the doctor finds out that its parents are undocumented, the doctor has to report it. It is a very unusual method because normally people should be able to trust doctors.

## Refugees and life in the UK



- Est. 117,234 refugees living in the UK (2015)
- >0.2% total population
- Asylum support will stop 28 days after receiving status
- Will have to leave any housing given when an asylum seeker
- Permission to work granted
- But, can be difficult to open a bank account, find employment and housing without support
- Can apply for benefits or integration loan

In 2015 the Prime Minister (David Cameron) pledged that UK would take 20.000 refugees. Since that statement only about 4.000 refugees have arrived.

The UK government accepted to take 2.000 children from the Calais Jungle. A public figure suggested taking x-ray photos of their teeth to check their real age. He saw a photo of them walking into the refugee center and said *"some of them even look as old as 40"* - the guy he was referring to was the supervisor of the children.

## Refugees & the UK Media



- Unaccompanied minors from the Calais Jungle brought to the UK under the Dubs Amendment were vilified by the UK press
- Facial recognition apps used to "age" children
- Interpreter incorrectly identified as a child by press



After Brexit there has been a rise in registered hate crimes. There has also been a lot of support for refugees via campaigns and organizations.

## DAY TWO: 23<sup>rd</sup> February 2017

### Training on Anti-Racism and Combatting Hate Speech

On Day Two the sessions on Anti-Racism and Combatting Hate Speech began. The day was divided into three sessions. The topic of the first session was the history of racism.

#### The History Line

After the introduction of the method by the facilitator the participants were invited to individually think about 2 historical events based on their knowledge of racism and which are very important to them. They were asked to write each event on a card, mentioning the date/period and the event and if necessary, explain it in a few words, also why it had an important influence on racism. When everyone finished writing, the participants were invited to put the cards on the history line drawn on the floor of the room and following a chronological order. Each participant came up to present his/her historical events and placed them along the history line. In some cases, the participants were asked to elaborate on the event(s) they presented, i.e. if the event was not clear or known to all.

#### Issues addressed:

- The variety of perspectives and interpretations of historical events
- Blind spots in education, media and individual knowledge regarding history
- Nationalism, Ethnocentrism, Racism

#### Aims:

- To realize and to fill some blind spots of historical events by knowledge exchange
- To realize that there are different perspectives of historical events
- To raise curiosity about and empathy with other perspectives and other persons or group of persons
- To reflect biased education, media and individual knowledge and education
- To generate a critical approach to one's own historical perspective and education

#### Session report:

The exercise enabled us to get facts both from global and from each participant's national history beginning with the early centuries to the current year. Some participants also related their dates/years to the kick-start of their own awareness of the issue, and that was interesting. It was interesting to notice that nearly every participant understood the term '*racism*' in a slightly different way. The focus of the participants was on the negative dates/periods and the participants were asked to think of the positive developments as well, i.e. positive development in the fight against racism. The positive points were then added to the history line, which gave the exercise another dimension than remaining just a dark side of history. An example of the positive points was the acts of Martin Luther King in the 1960's.

ANNEX 2: "The History Line of Racism", presentation by Shamla Tsargand

ANNEX 3: Method description "The History Line"



## World of Images

### Prejudices and the media

The second session of *Anti-Racism and Combatting Hate Speech* was named *World of Images*. The trainers had placed several photos of people on the floor around the seminar room. Around the photos blocks of post-it's and pens had been placed. The assignment was for the participants to walk around and look at the photos and write their first thoughts of the persons of the photos on post-it and place them next to / around the photo. The activity consisted of describing the people presented in the pictures by way of first impressions and associations. The exercise makes people aware of their stereotypes and prejudices and helps recognise how easily one judges "others" on the basis of appearance. After doing the exercise, the trainer explained who the people on the pictures were. Most of them were very different from the comments people had put down next to their picture.

The trainer revealed that two of the photos were actually of the same person, which no one had noticed. The comments for the two pictures were very different, which shows how little a photo actually says about someone you do not know. The lesson to learn from this session was that you cannot tell anything about a person only from looking at them. The trainer then related the exercise to how the media uses photographs and how big of an impact a photo can have.



### **Session report:**

The debriefing and discussion was as follows:

-It was not easy to give an adjective or judge somebody just from his/her appearance in a picture without listening to what they had to say, without knowing their background or their personal situation. The

judgements were very different, coming from our previous experiences (some thoughts were deep and some more superficial).

-We knew that most of the judgements were going to be wrong but we judged them anyway, which is something we all do on a daily basis when we meet new people.

-We tried to put ourselves in the shoes of the people on the pictures, looking at expressions, clothes, etc. to try to identify their identities but anyway we got really different opinions of the same picture/person and most of us didn't even realise that two pictures were of the same person.

-The question is how often do we look at pictures and texts in newspapers and combine those two in order to look for a context to understand what is happening.

*How this is related to refugees?*

Most of the times we identify refugees like people on a boat trying to reach Europe because these are the photos the media frequently shows us. Pictures can travel further and faster in the media than a well written and documented article. Therefore we have to be aware of the power of images and posts on social media.

*Do we really need pictures in our articles?*

There are different opinions about this. We have to reflect on what we actually consume and be aware that the worldview portrayed in the media is not always the reality.

### **Power Flower**

The third session of *Anti-Racism and Combatting Hate Speech* dealt with identity, power and privileges by way of the method "Power Flower". Power Flower seeks to create an awareness of different types of oppression prevailing in society, and to clarify that, depending on the particular situation, a person could be the target of oppression in one case and the oppressor in another. Gaining insight into people's experiences, feelings and perceptions of oppression is a way of gaining empathy and questioning ourselves and our motives when we are in positions of power and discriminate against others.

Each participant was given a "power flower" worksheet and coloured pencils. Participants are asked to colour in the petals of the flower according to whether they are the target or non-target of each form of oppression. (See the "power flower" below for information on who the targets and non-targets of each form of oppression might be). They are instructed to colour the inside petal if they are in a non-target position for a particular form of oppression and to colour the outside petal if they are the target of a particular form of oppression. See below an example of how one workshop participant shaded in the power flower.

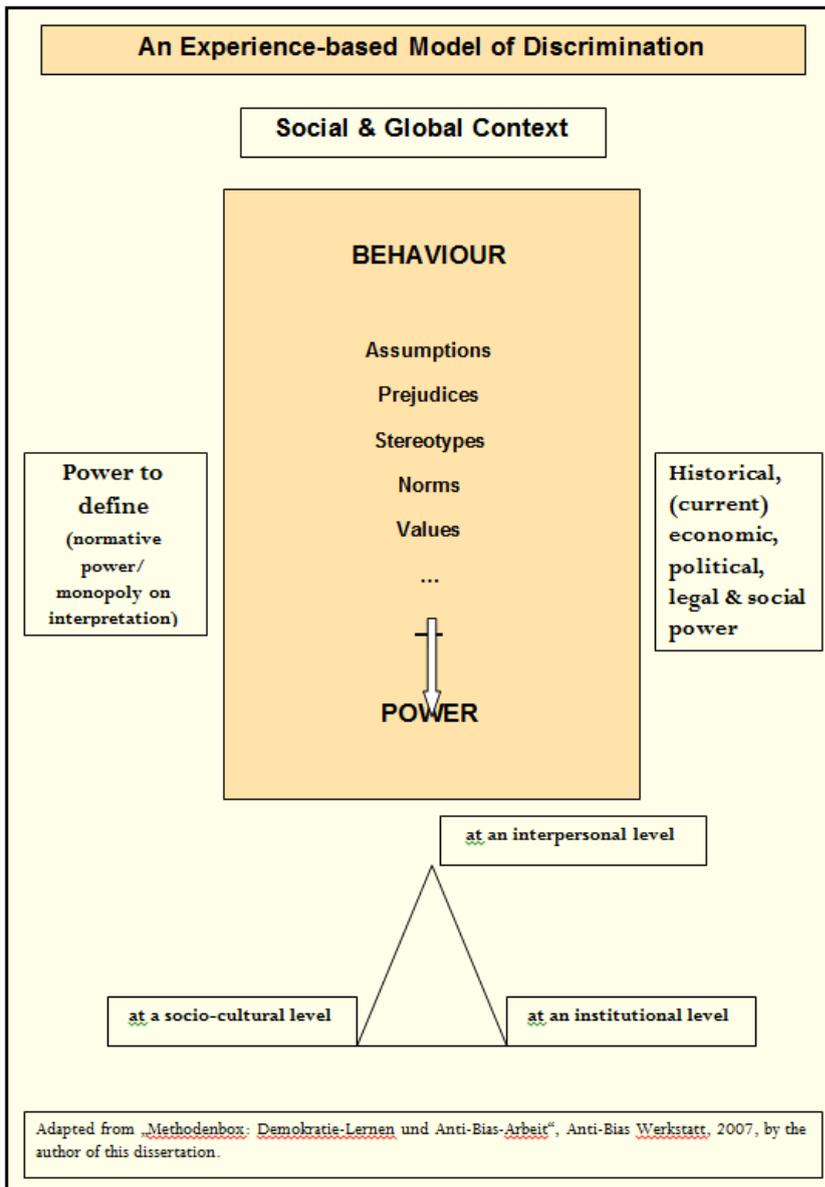
After filling in the 'Power Flower, the trainer called out statements to which participants were asked to position themselves according to whether they agreed "Yes" or disagreed "No", which was followed by the debriefing of the exercise.

Yes and No questions:

1. It was easy / difficult to classify the petals of my flower into privileged and non-privileged groups (why, for which ones in particular?).
2. I feel exactly as privileged / marginalized as my power flower shows.



This session ended with a brief presentation of a Model of Discrimination, which enabled the understanding of how stereotypes, assumptions, prejudices combined with power can lead to discrimination.



**Annex 5:** A detailed description of “An Experience-based Model of Discrimination

### The Wall

The day ended with the simulation “The Wall”, an exercise on finding out how the bureaucratic system for asylum seekers and the refugee works. The scenario of the simulation exercise is that the refugees are kept in a tiny space with little light and guards are keeping them silent. The guards are strict. The refugees can only enter the offices when the guard calls them.

The board office is behind closed doors and the board members have the power to decide the criteria for entry into the new country. The simulation exercise is made for those who work or wish to work with refugees – they should take over the refugee role in order to feel how it is on the other side. It takes about two hours and can be used for the following learning outcomes:

### **Learning goals:**

- Experiencing bureaucracy
- How does the system work?
- What can be changed from inside the system?
- Do you have the power? Who has it?

### **ANNEX 6: Method description “The Wall”**

#### ***Session report:***

Final debriefing by people playing different roles: people were standing in a circle and every role expressed how did he/she feel, what did he/she think, how did she/he react to the simulation game

**Guards:** “It was tough. My role was really hard and I felt bad that I had to treat refugees as prisoners.”

**Education Officer:** “I don’t think I had the right tasks and I felt useless → in fact after the second round the officers changed the rules and my questionnaire became useless. The questions of the education officer were really difficult.”

**Doctor:** “I didn’t feel like it was the right role for me. It felt very bad to take the money and be corrupted.”

**Psychologist:** “It felt strange. I interviewed only 1 person per family and had to make an evaluation based on that. I felt like my position didn’t have enough importance.”

**Police:** “This character has few emotions and this is so hard. I felt like a horrible person.”

**The Soprano Family:** The Soprano family reflected on the borders between what is right and what is wrong is. While interacting with the other families, there were little solidarity in some way, and everyone thought that they had the right to cross the border. The Soprano family is poor. At what point is it right to choose a family over another? The border control had to give one of the families the right to cross the border and by doing that they had to leave other families behind?

**The Flintstones Family:** This family felt uncomfortable and a member said that she felt like she could not do anything to contribute to her family crossing the border.

**The Obama Family:** This family stole a ring from the Soprano family. During the simulation the members of the family decided to give the ring back because it was not fair to cheat another family in the same horrible position. The Obama family also felt that they could not totally trust the other families.

**OBESERVATOR:** The observer thought that the criteria for choosing who could cross the border were not good. It was easy to be suspicious of the families.

**OFFICIERS:** “To make an important decision like this we would need more time.”

### **FINAL CONCLUSION AND FEELINGS**

- shame
- depressing
- the system needs a more humane aspect
- Most of us acted with good intentions but the rules do not permit everyone to enter the country and therefore it was hard to fulfil our good intentions

- We were all equal as human being but we were in different positions of power.
- Uncomfortable feelings because a lot of people took it as a joke → maybe the humour was a strategy
- It was hard to get into the role

What the group learned from this exercise is that the journey that refugees take is not only a physical one but also a psychological one, which can be very difficult and hard for the mind. The borders that they have to cross are not only geographical but also emotional since they can be connected with fear, hunger and lack of trust towards the people around them. They lose their identity, their right to choose and to be able to create the life that they are dreaming of.

The atmosphere amongst the participants was not good at the end of the simulation game: everyone was shocked and scared of doing the exercise. On the other hand, the participants were now more aware of how the asylum process works and what needs to be done to change the system or to make it better.

## DAY THREE: 24<sup>th</sup> February 2017

### Tackling Hate Speech Directed at Refugees and Migrants

Hate Speech presentation by Shamlia Tsargand

## Austria

- If it were up to me, I would give every Muslim a three months "period of grace" in Austria and if they're not gone by then, off to the KZ (concentration camp).
- We didn't invite these goatherds! Why do some of them throw away their passports??? Only to hide their criminal past at home!
- Back into the sea and push them off, that's the trash from Africa and Syria.
- Refugees are all sons of bitches.
- Many people here say the best thing to do to be able to cope with all the refugees is to reopen the concentration camps; there they could "enjoy" enough room. Examples: Auschwitz, Dachau, Mauthausen.

## Belgium

€125/dag,  
da's €3750/mnd.

Beste kinderen  
Studeer niet voor dokter, ingenieur,  
informaticus, maar wordt

ASIELZOEKER.



Post on Facebook: "125€/day, that's 3750€/month. Dear children don't study to be a doctor, engineer, computer scientist, but become an ASYLUM SEEKER." (Source: Facebook)

## Belgium



Headline posted on Facebook: "Carinthia: 20 asylum seekers go on hunger strike - they are asking € 2000 net per month." The respective article was written by the website [ejbron.wordpress.com](http://ejbron.wordpress.com), where many fake news about refugees can be found. One of the comments states "They should put them in the gas chamber like in WW2..it will be over soon!" (Source: Facebook)

## France



Facebook profile "The angry people from Calais": "This site is dedicated to the exchange of information for fighting the presence of the large number of refugees in Calais. Here, a collection of videos, photos and court rulings shall prove that refugees pose a threat to the citizens of Calais". (Source: Facebook)

## France



Comment on the Facebook profile of "France in revolt": "Notice to all illegal migrants: You say you left your countries because of the war. I have a headline for you...France is at war, too!!! The patriots are furious. So do what you can do best: Flee France!!!" (Source: Facebook)

## Germany



Openly expressed threat of violence against refugees in a Facebook post "I have a bullet for every refugee". (Source: Facebook; Original not pixelated)

## Spain



Cardinal Cañizares, Archbishop of Valencia, talks about a "refugee invasion". (Source: abc.es) Examples for users' comments on the article: "Well said, Mister Cañizares! Thank you for saying what the citizens think about the Muslim threat. You are the Spanish Orban! Too bad you can't make any political decisions in this Muslim invasion of Europe". "The battle starts now; we must stop this massive influx of refugees and illegal immigrants. This is not xenophobia and not racism".

## Spain



Tweet of the Alianza Nacional clearly relating to a linkage between refugees and terrorism: "The Government says we shouldn't put refugees and terrorists on the same level. But shouldn't we?" (Source: Twitter; Original not pixelated)

## Forum Theatre

Following the presentation on hate speech, the trainers presented some of the racist statements from the above presentation and asked participants to suggest further statements that they have experienced directly or indirectly. A list of 10 statements was collected and written on a flipchart. For the subsequent session, participants were divided into 4 groups and each group was asked to select one statement that they would like to work with for tackling hate speech via Forum Theatre.

The four statements were as follows:

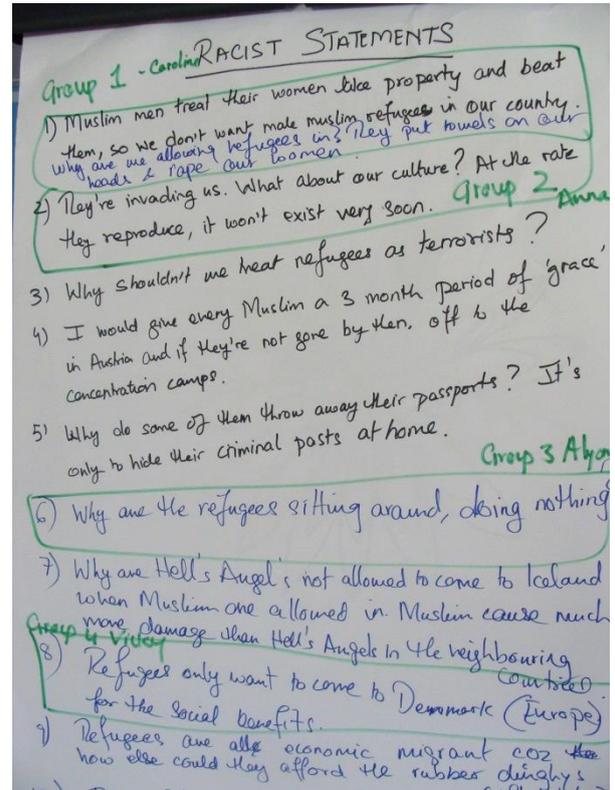
Muslim men treat their women like property and beat them, so we don't want male Muslim refugees in our country. Why are we allowing refugees in? They put towels on our heads and rape our women.

They're invading us. What about our culture? At the rate they reproduce, it won't exist very soon.

Why are the refugees sitting around, doing nothing?

Refugees only want to come to Europe (or particular country) for the social benefits.

*Picture: The flipchart with the racist statements. The groups had chosen the four statements above and based on them they now had to make a forum theatre.*



**“Tackling Hate Speech Directed at Refugees and Migrants”** was addressed through Forum Theatre, which is a technique from “Theatre of the Oppressed” developed by Augusto Boal (1982, 1992) based on the theories of Paulo Freire (1972, 1993).

To observe, understand and try out alternate ways of behaving which could save a situation and avoid or resolve conflict. It presents a scene or a play that must necessarily show a situation of oppression that the Protagonist does not know how to fight against, and fails. In Forum Theatre the public is not passive as in traditional theatre. That is why the people in the audience are called “spect-actors”...). The spect-actors are invited to replace this Protagonist, and act out - on stage and not from the audience - all possible solutions, ideas, strategies. The other actors improvise the reactions of their characters facing each new intervention, so as to allow a sincere analysis of the real possibilities of using those suggestions in real life. All spect-actors have the same right to intervene and play their ideas.

To practice how to tackle a hate speech against migrants or refugees or gain the upper hand in a situation, i.e. not become the target of oppression, the participants had the opportunity to experiment with different behaviour patterns using Forum Theatre. Each of the four groups worked on one of the 4 statements on racism which they enacted twice. During the second enactment, the other participants, the spect-actors, had the opportunity to intervene and try out behaviours and arguments to change the situation. Thus, the first time, the audience observed, the second time the audience participated themselves to try and change the outcome of the situation.



## Session Report:

### Group number 1:

*Statement:* "Muslim men treat their women like property and beat them, so we do not want male Muslim refugees in our country."

*Situation (somewhere in Europe):* Two racists sit in a pub drinking beers. A Muslim couple sits next to them and they both order a tea. The racists are judging that people are drinking coffee and wearing a hijab in a bar.

*Scene, first time:* The two racists start the conversation explaining that Muslims have to drink alcohol to be integrated in the country. Only the Muslim woman takes part to the discussion: "I'm pregnant". The idea here is that the woman can defend herself, she is not submitting to her husband. Moreover, her pregnancy allows her to move the discussion away from religion and its prohibitions. Talking about the fact that the woman is veiled, the two racists continue to argue that the couple is not well integrated and Muslims should go back to their country. The debate goes nowhere. The woman gives all possible arguments as to why it is okay for them to be there, but the racists do not try to understand, they are not listening to her. The scene ends when the husband yells: "It's enough".

*Scene, second time:* The husband quickly takes part of the discussion and defending his wife: "You do not respect OUR culture". Racists should understand that if they want Muslims, or anyone else, to respect the "national" culture, they have to show respect to everyone. Anyway, racists will not change their opinion claiming they do not have to respect others cultures in their own home country. Muslims have to change ("We don't have to change, they have to"). One of the racists argues: "You are excluded by society", by that he means that they represent society. The woman answers "No, I am not excluded by society, only by you." A new character comes to sit at the same table. He does not seem Muslim and orders "a green tea from China". In a way, he is supporting the couple showing he does not drink alcohol either. One of the racists asks the couple why they do not go to another country. He thinks it is more logical that Muslims stay together in Islamic countries. "This is so multicultural! Can I take a picture?" a new character takes a picture of the diversity in the bar.

*Strategies used and/or discussed after the play:*

- It is needed to talk more about integration and what it really is because there is a difference between integration and assimilation
- Strategy of empathising with the aggressor and then he might be open for new information

- In reality it is usually about separating the one arguing and it does not often happen (unrealistic) that they sit next to each other and discuss their different opinions. emotionality sometimes stops you from making your point

#### Group number 2:

*Statement:* "They're invading us. What about our culture? At the rate they reproduce, it won't exist very soon."

*Situation:* A couple is having dinner at their favorite Austrian restaurant. They usually order schnitzel, but the restaurant has changed their menu to include oriental food. The couple gets offended and angry that things are changing. A Middle Eastern looking woman enters the restaurant and orders something from the menu. The man gets angry and blames her for the new menu and that everything is changing.

*Scene, first time:* The husband talks badly about the women in the restaurant and the new menu. His wife is quiet. They will not try the new food and ends up leaving the place.

*Scene, second time:* The wife becomes independent and says she wants to try the new food. She tries to convince her husband to do the same.

#### *Strategies used and/or discussed after the play:*

- Wife became independent when someone replaced her. Not realistic.
  - Only changing the food you eat does not change your opinion or habits - example of British party being racist against Indians, but they still eat at Indian restaurants every month
  - Would it help the aggressor to get to know the cook? - introduce the cook to the guests might have helped
- A lot of people are enthusiastic about traditions and culture
- Discussion if mentioning history and colonization could be an argument to make someone think about their way of acting and thinking
  - Answer on that: it could help in a calm situation but maybe not in a heated one like this
  - Another answer: with history a lot of racism and discrimination developed as well
- Reminding what a long process it is to convince people - maybe the best thing we can do in such a situation is to deescalate it instead of convincing the couple to change their mind
- Danger of polarisation when talking about a heated topic; telling someone he/she is wrong does not change their way of thinking of that person and might lead to the opposite of the aim

#### Group number 3:

*Statement:* Why are the refugees sitting around, doing nothing?

*Situation:* A refugee is sitting in a bar, which he has been doing day in and day out for many days.

*Scene, first time:* The staff at the bar is offended by him sitting there the whole day only ordering little and staying longer than the opening hours. They think he is lazy and that he is using too much electricity in the bar. The refugee is sitting in the bar trying to look for a job online, because he does not have internet in his own house. At the end they when they hand him his tab bill he noticed that they have added a "electricity/internet fee". There is also other people sitting in the pub and working on their computers. None of them have to pay the extra fee.

*Scene, second time:* When the refugee gets the bill with the extra fee, another customer in the bar interrupts to point out that he has been sitting there for the exact same time as the refugee and that he has not been asked to pay extra. Why do they get different treatments?

*Strategies used and/or discussed after the play:*

- Everyone was trying to explain the background information but that would probably not happen in reality
- It's definitely not necessary saying I'm a refugee and sitting here looking for a job
- The quick way to resolve the matter is to ask for the manager as it is not the staff's business to enquire what a client is doing at a bar and certainly not to arbitrarily hike up the fee.

Group number 4:

*Statement:* "Refugees only want to come to Europe (or particular country) for the social benefits."

*Situation:* A family dinner with the radio on giving news about proposed reductions in funding for asylum seekers.

*Scene, first time:* A family (mother, father, daughter and grandfather) is having dinner, while the news is on in the background. The news is about the government's proposed reduction in money given to the asylum seekers. The daughter thinks it is a shame. She works with refugees and thinks they should get more benefits. The grandfather thinks the opposite. He thinks the refugees should leave. They discuss until the mother asks her daughter to stop. When the grandfather leaves, she tells her daughter that she agrees with her but that she does not want to ruin the good mood at the table.

*Scene, second time:* Here the mother stand up for her daughter and does not care if the grandfather gets upset. They even agree to have the daughter's friend (who is a refugee) over for dinner, so they all can meet him and learn what it is like to be a refugee.

*Strategies used and/or discussed after the play:*

- Talking to and sharing experiences with refugees could lead to a better understanding

ANNEX 7: Method description "Forum Theatre"

### **A talk with Hazem Alshaher**

For the afternoon session the Grenzenlos team had invited Hazem Alshaher to the training. Hazem is a refugee from Syria, who came to Austria two years ago. The talk focused on Hazem's experiences travelling through Europe and how his life was while he sought asylum in Austria.

Hazem spent about four months travelling through Europe with his goal of going to Germany, where he has friends. He talked about how he travelled with people he did not know, sleeping in the forest and hiding from the police, who would take their money if they got caught. When Hazem arrived in Austria, he was told that he had to stay in Austria and could not travel to Germany. There he waited for a year to get asylum. During that time he was not allowed to work and received a very small amount of money. He lived at an asylum center in a room with 5 other men and did not have any privacy. He described how frustrating and draining the year was, and told us that this year of his life was lost. Hazem's story is one

that is shared by thousands and thousands of people, who have been fleeing from their home countries and many more people who are likely in the future to experience a similar reality.

### Migration Tour to organisations providing support to refugees

After talking with Hazem Alshaher, all participants went on a tour around the city of Graz to visit local organisations that support refugees. The group visited 5 organisations. The tour was guided by Kamdem Mou Poh à Hom, who is the head of the organization Chiala, which was the first organisation visited by the group.

Below is a list and brief description of the 5 organisations:

- 1) **Chiala – Verein zur Förderung von Kultur. Diversität. Entwicklung** (i.e. association promoting culture, diversity and development). The organisation offers counselling to people with migrant backgrounds, asylum seekers and refugees (their legal status does not matter). Furthermore, Chiala offers German classes and organises cultural events (at the annual African festival for 3 days in June).
- 2) **Zebra** offers counseling, legal advice and psychotherapy to asylum seekers in different languages. They also help people get recognition for the qualifications obtained in other countries.
- 3) **Afroshop Akachukwu**: A Nigerian market that sells African goods and is an example of where the African community in Graz shops.
- 4) **Büro der Nachbarschaften**: (i.e. neighborhood office): They offer an open space for the community to hold events, workshops, different kind of courses or simply to come together and spend some time. At this place, we also met a member of **KAMA – Kurse von Asylsuchenden, MigrantInnen & Asylberechtigten** (i.e. courses by asylum seekers, migrants and refugees). The idea behind this association is to change the typical roles of refugees and migrants and to give them the opportunity to hold courses/workshops and to show their knowledge and skills. They often offer language classes, cooking/dance/art workshops... KAMA also organizes the “KAMA Café”, an opportunity for everyone to get in contact with other people from different countries and from Graz.
- 5) The last stop was at **Jukus**, which works especially with young people from the community which include youth with a migration or refugee background. They run a youth center and have different projects to support young people, for example finding a job, training or apprenticeship.



Above: Picture from the tour



Above: Visit at the organization Jukus

## DAY FOUR: 25<sup>th</sup> February 2017

### Sharing best practice: Challenging populist discourse on refugees and migrants, promoting inclusion and diversity in Europe

The trainer from UNITED, Shamla Tsargand, made a presentation about how UNITED started and how they work. They showed different websites that illustrate the campaigns and actions UNITED organises and/or is involved in and which could also be useful to participants. See below the session report of the presentation.

#### **Session Report:**

##### *Sharing the best practices: UNITED for Intercultural Action*

The organisation was founded in 1992 in the Netherlands. At that time it only consisted of 2 people (staff of the organization). Now it is a huge network that consists of more than 100 member organisations.

UNITED organises different events, conferences and seminars devoted to the human rights. It's also prints posters and postcards. The official representative Shamla Tsargand talked about the International Refugee day (20<sup>th</sup> June), the Night of broken glass = Kristallnacht (9<sup>th</sup> November) and about the annual European week against racism (this year it's celebrated from the 18<sup>th</sup> to 26<sup>th</sup> March). She then presented the list of activities of the European week against racism 2017 and gave examples of the partner organisations and how do they arrange the meetings/discussion clubs, movie screenings and so on.

She also presented the Guide of the best practices related to human rights work which is updated every year (<http://weekagainstracism.eu/join-the-campaign/best-practises/>), and described the campaign #LifeSeekers: <http://www.unitedagainstracism.org/blog/2016/07/18/join-the-lifeseekers-campaign/>.

In answer to a question about funding, she explained that UNITED is mainly supported by the following funds/programmes: Erasmus+ Programme, European Youth Foundation (EYF) and Soros Foundation.

## Europe Coffee House

The Europe Coffee House is an interactive exercise enabling participants to brainstorm on ways and means to support refugees and NGOs in the field, to challenge populist discourses on refugees and make suggestions for anti-racism methods. Using the World Café Method, but titled *Europe Coffee House*, 3 tables with chairs set up around the room and each table had a flipchart with one of the following questions on it:

1. How can we support refugees and NGO's in the field?
2. I would recommend the following anti-racism inclusion- and diversity methods...
3. What are the different ways and means to challenge discourse on refugees and migrants?

Three participants volunteered to become the reporters on each table. Their role was to introduce the topic and facilitate the discussion. The rest of the participants were free to go to any one of the tables of their choice. With a bell, the first round began, for which there were 10 mins to discuss the topic on the table. When the bell rang a second time, participants went to one of the other two tables. The reporter at the table introduced the topic and narrated the discussions of the previous round to avoid repetitions and to take the discussion forward. The same procedure was followed for a third round of discussions and to ensure that all participants had visited each table, been briefed on and discussed each topic. The Europe Coffee House came to an end with the reporters presenting the key aspects that were discussed at their respective tables.

The outcomes of the Europe Coffee House are as follows:

### Coffee Table 1:

#### **How can we support refugees & NGO in the field?**

- Spread the word- communication campaign
- Become a mentor/tutor + finance mobility
- Design projects with long-term engagement
- Better use of empty houses (Paris)
- Offer complimentary projects
- Networking with (bigger) NGOs in the field
- Projects created in cooperation with refugees
- Interest matching

#### **What work have we done so far?**

- Language courses
- Regular activities with entire community
- Mentoring
- Art/culture projects
- Afternoon activities with refugees aged 8-12 years

#### **What challenges are we faced with?**

- No real integration in society
- In some countries the support is very institutionalised, difficult to do "spontaneous" activities
- Finding mentors in certain places

- Empty house squatting- would lead to negative perception of refugees
- Initial contact but no follow-up
- Not reaching new audiences
- Not enough interest in participating by refugees
- Financial issues

#### Coffee Table 2:

##### **I would recommend the following anti-racism, inclusion and diversity training methods...:**

- Intercultural food/film/sport/dance/music events
- Living library
- School visits (e.g. with people with a refugee background)
- Forum theatre
- Homeless experiment( migrants)
- Extra curriculum offers for schools
- Celebrity endorsement →migrants
- Facebook → report or send a private message with questions to the hate speech → address the issue in a polite way online
- Online instructions on how to react on hate speech
- Online and offline campaigns based on specific events

#### Coffee Table 3:

##### **What are the different ways & means to challenge discourse on refugees and migrants?**

- Refugees in schools/universities to give talks
- Online education events
- More advertising of refugee organisations – leafletting
- Facts → online campaigns / living library/ meeting real refugees/cooperation with schools and universities
- Educate journalists (workshops by NGO's e.g.)
- Open door events in asylum centres
- Getting refugees into labour market → financial support for companies that hire refugees/ job fair/ job and skill database/ start-up funds
- How to act out “civil courage”
- A small pamphlet with FAQ's about migrants, refugees and asylum seekers. Terminology and facts
- Theatre- facts from publishing many media on stage
- Get authorities (cities, neighbourhood centres) involved

#### **ANNEX 8: Europe Coffee House**



## Create your own anti-racism and tackling hate speech workshop

In this session, participants were asked to create their own anti-racism workshops for specific target groups. The participants divided into 4 groups; children, youth, adults and professionals. Keeping in mind the previous days of the training and their specific target group, they were asked to design workshop. The participants were given the entire afternoon to work in groups and to make their presentations in the final session of the day.

### Workshop presentations

The presentations of the 5 groups were as follows:

#### **Group 1: Workshop against Racism, Social Inclusion for Children aged 7-10**

Participants involved: Elettra, Elena, Irina, Serafin, Kaisa & Hester

<b>Framework</b>	
<b>Target Group</b>	Children aged 7 – 10
<b>Group Size</b>	About 20 children
<b>Facilitators</b>	2
<b>Settings</b>	1 class of children, in own classroom/outside on school premises/playground. Classroom: chairs in circle. With/without teacher: to be discussed.
<b>Time</b>	90 minutes (2 lessons)
<b>Theme</b>	(Social) Inclusion
<b>Objective</b>	7-10-year-old children will experience inclusion and exclusion. They will also become aware of the feelings/emotions that come with inclusion.
<b>To be prepared</b>	<ul style="list-style-type: none"> <li>- Selected short story (comic, fairy tale on topic of inclusion/exclusion → Ugly Duckling, anti-racism comics from SALTO, etc.): one print per child</li> <li>- Big, colourful picture to be cut into as many pieces as there are pupils: preferable size: 1 piece = 1 A4. Pieces should be preferably laminated.</li> </ul>

<b>Time</b>	<b>Session</b>	<b>Description</b>	<b>Material</b>
5 minutes	<b>Welcome</b>	<p><i>Goal: introduce each other, who are we, what will we do, why do we do it?</i></p> <p><i>Method: Plenary round</i></p> <ul style="list-style-type: none"> <li>- Make a brief round of introduction: first name</li> </ul>	- chairs in circle
15 minutes	<b>Trusting each other</b>	<p><i>Goal: Unite the group and create basic/new level of trust in the group/facilitators</i></p> <p><i>Method: Trust Game – Labyrinth</i></p> <ul style="list-style-type: none"> <li>- Create with white tape a labyrinth (lanes) on the floor. Or, if outside, draw lanes with chalk. (prepare prior to workshop start!)</li> <li>- The children pair up: one of them will be blindfolded (by facilitators). The child that is not blindfolded now leads the blindfolded child by holding hands through the labyrinth. The children do not have to wait for one pair</li> </ul>	<ul style="list-style-type: none"> <li>- ca. 10 tea cloths/scarfs for blindfolding</li> <li>- white tape/chalk</li> </ul>

		to finish; they just keep a convenient distance. After the guiding through the labyrinth, the children swap places and do the same exercise again.	
35 minutes	<b>Telling tales</b>	<p><i>Goal: Become aware of feeling of exclusion/inclusion</i></p> <p><i>Method: Story reading (individually), plenary debriefing/discussion</i></p> <ul style="list-style-type: none"> <li>- Presenting of story on main theme (exclusion/inclusion): a fairy tale (like Ugly Duckling) or a comic (like the ones from SALTO) of 1 or 2 pages. (5 minutes)</li> <li>- The children get a copy each of the story and read it individually. (10 minutes)</li> <li>- Debriefing/discussion: Each child gets 3 pictures: 😊😐😞 Preferably printed on A4 and laminated. The facilitators have prepared 3 (closed) questions or statements about the story. They ask the question/read out the statement and ask the children to hold up one of the 3 pictures: 😊 = I agree / true, 😐 = I disagree / false, 😞 = it could be both true/untrue / I'm not sure. After showing the pictures, the facilitators ask some of the children, if they would like to briefly motivate their choice → why do you think this is true? Why do you disagree? For each question there are about 6 minutes planned. (20 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>- 1 copy of a story on inclusion/exclusion per child</li> <li>- 😊 on A4-paper, laminated: 1 per child</li> <li>- 😐 on A4-paper, laminated: 1 per child</li> <li>- 😞 on A4-paper, laminated: 1 per child</li> </ul>
10 minutes	<b>Break &amp; Energizer</b>	<p><i>Goal: Relaxation after maybe a rather strenuous exercise (the story!), get the body in action after the brain work (again the story!), toilet break</i></p> <p><i>Method: Energizer – any that ensures everybody to move and does not exclude 😊</i></p> <ul style="list-style-type: none"> <li>- The children may want to quickly make use of the toilet, drink a glass of water</li> <li>- After that, the facilitators do an energizer. They should be aware that some energizers may trigger a (slight) feeling of exclusion: i.e. the ones that have one person standing in the middle of a circle, or the ones that have a chasing component (crocodiles hunting penguins for example). For this workshop it may therefore be better to choose one that has all participants in the same role on the</li> </ul>	

		same level.	
20 minutes	<b>Each piece is important</b>	<p><i>Goal: Experience the feeling of inclusion and the importance of every individual person in a group of people.</i></p> <p><i>Method: Jigsaw Puzzle</i></p> <ul style="list-style-type: none"> <li>- The facilitators have a giant self-made jigsaw puzzle with them: it is a colourful, neutral picture (like a picture of different animal on a farm or different kinds of fish in the ocean to underline the idea of a group consisting of very different members, yet every animal has its place and its own role to play).</li> <li>- The puzzle has as many pieces as there are children. Depending on the group size, they may stick two pieces together with sellotape, or cut one piece into two.</li> <li>- As mentioned: it's a giant jigsaw puzzle: one piece should have the minimum size of A5, preferably A4 and be laminated, so that there will be enough space for all children to join in.</li> <li>- For the next 10 minutes the children will put the jigsaw puzzle together on the floor.</li> <li>- The facilitators take notes, and mark 3 "key moments"</li> <li>- Debriefing/discussion in plenary: the facilitators tell about the 3 "key moments" → moments of inclusion/exclusion. They quickly tell what they observed and ask few children how it made them feel: good/bad, angry/happy and why (→ maybe a moment for the facilitators to make a short statement on why inclusion generally makes people feel good and exclusion makes people feel bad). Last but not least, they make a 1-minute/2-minute-lecturette, in which they link the experience of making the giant jigsaw puzzle together to real life. (5 to 10 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>- Giant jigsaw puzzle: 1 piece = A4-paper, laminated. 1 piece per child</li> </ul>
5 minutes	<b>Wrapping it up</b>	<p><i>Goal: Evaluate the workshop, tell about the follow-up, goodbye &amp; thank you</i></p> <p><i>Method: plenary discussion, partly in pictures</i></p> <ul style="list-style-type: none"> <li>- The facilitators will briefly restate the theme &amp; objectives of the workshop</li> <li>- The facilitators will ask the children how they liked the workshop: they can use their smiley pictures to answer this question. They may do this anonymously: they choose one of</li> </ul>	<ul style="list-style-type: none"> <li>- ☺ on A4-paper, laminated: 1 per child</li> <li>- ☹ on A4-paper, laminated: 1 per child</li> <li>- 😊 on A4-paper, laminated: 1 per child</li> <li>- 1 blank postcard per</li> </ul>

		<p>the pictures, turn it upside down and hand it over to the facilitators, who walk around to collect them.</p> <ul style="list-style-type: none"> <li>- The facilitators explain briefly the follow-up exercise. The teacher will probably have to repeat it. The children get a blank postcard (See below)</li> <li>- Thank you for joining in and goodbye!</li> </ul>	child
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### Follow-Up

*Goal: Give more time for reflection on the subject of inclusion; send out a sort of “reminder”*

*Method: Creating and sending a postcard to someone else*

The facilitators distribute blank postcards at the end of the workshop and tell the children they will come back in 2-3 days to collect them. By then, the children will have created a front side: drawing, painting, using stickers, etc. It should be a creation on the theme of inclusion (i.e. children playing football together). Also, the children will have written the name and address of the recipient on it.

The postcard can either be addressed at another peer in the class: each child draws for someone else in the class (the teacher should help with making pairs in order to avoid pairs that do not work so well together). In this case, the children write something nice on the backside of the postcard about the recipient, like “thank you for having found my missing glove last week” or “you are good at math”.

On the other hand, the postcards can be written to someone the children choose themselves, i.e. an aunt or grandpa, or the neighbour.

In addition, the children could have the possibility of quickly presenting their postcards in the class.

After the collection, the facilitators will have a look at the postcards in order to use it for evaluation of the impact of the workshop. They will also send it to the recipient.

*This workshop can be adapted to older children aged 11-14: a different story for the “Tale telling” session should be selected.*

### Session report

The first group was dedicated to children and it included 6 participants. They designed a workshop for kids 7-10 years old. Timeframe was about 90 minutes (2 lessons). The theme was inclusion and the objective was to experience inclusion and exclusion and raise awareness about the feelings related to both situations. At first they would welcome a group and introduce themselves. Then there would be a trust game, based on the idea that the blindfolded person is led by the second person through the labyrinth. Next they would incorporate a story on inclusion and exclusion, including a discussion about feelings (fairy tale). It would be followed by an energizer in order to continue the workshop with regained energy. At the end, a jigsaw puzzle would be done to cooperate together peacefully and learn the importance of each member of the group. The summary would comprise an evaluation and description of the follow-up exercise, i.e. drawing postcards related to inclusion dedicated to one of the classmates or someone outside the school setting (a neighbour, aunt, etc.).

## Group 2: Young people (16 – 25 years) – Refugee: It's Just A Word

### 1 DAY ACTIVITIES

#### GOALS:

- Raise awareness of hate speech
- Show consequences of discrimination
- Teach critical thinking on the subject

### 9.00 INTRODUCTION

#### 9.15 GIVING THEM THE ROLES

**AIM:** Giving participants the roles before to start the SIMULATION will make them aware that every refugee has a life and a role in her/his society before she/he becomes a refugee.

#### ROLES:

Journalist	Teacher	Doctor	Student
Policeman	Politician	Cook	Sportsman
Hairdresser	Artist	Criminal 1	Criminal2
Lawyer	Shop assistant	Programmer	Dishwasher
Bartender	Model	Accountant	Actress
Factory worker			

#### 9.30 DEFINITION'S PUZZLE

**AIM:** They will match words and definitions

Prejudice	an affective feeling toward a person or group member based solely on their group membership. The word is often used to refer to preconceived, usually unfavorable, feelings toward people or a person because of their <u>gender</u> , <u>beliefs</u> , <u>values</u> , <u>social class</u> , <u>age</u> , <u>disability</u> , <u>religion</u> , <u>sexuality</u> , <u>race/ethnicity</u> , <u>language</u> , <u>nationality</u> , <u>beauty</u> , <u>occupation</u> , <u>education</u> , <u>criminality</u> , <u>sport team affiliation</u> or other personal characteristics. In this case, it refers to a positive or negative evaluation of another person based on their perceived group membership
Stereotype	is a thought that can be adopted about specific types of individuals or certain ways of doing things. <sup>[1]</sup> These thoughts or beliefs may or may not accurately reflect <u>reality</u> .
Migrant	a person who migrates to another country, usually for permanent residence
Economic migrant	is someone who <u>emigrates</u> from one region to

	another to seek an improvement in living standards because the living conditions or job opportunities in the migrant's own region are not good
Refugee	"every person who, owing to external aggression, occupation, foreign domination or events seriously disturbing public order in either part or the whole of his country of origin or nationality, is compelled to leave his place of habitual residence in order to seek refuge in another place outside his country of origin or nationality.
Racism	is discrimination and prejudice towards people based on their race or ethnicity
Race	A group of people identified as distinct from other groups because of supposed physical or genetic traits shared by the group
Hate Speech	attacks a person or group on the basis of attributes such as gender, ethnic origin, religion, race, disability, or sexual orientation
Segregation	is the separation of humans into racial or other ethnic groups in daily life
Asylum Seeker	is a person who flees from one country and applies for <u>asylum</u> , he has the right to international protection, in another country
Subsidiary Protection	a third country national or stateless who would face a real risk of suffering serious harm if s/he return to the country of origin. <sup>[1]</sup> Serious harm is defined as the risk of: "(a) <i>death penalty or execution; or (b) torture or inhuman or degrading treatment or punishment of an applicant in the country of origin; or (c) serious and individual threat to a civilian's life or person by reasons of indiscriminate violence in situations of international or internal armed conflict.</i> " <sup>[4]</sup>
Terrorist	a person, usually a member of a group, who uses or advocates <u>terrorism</u>
Terrorism	the use of intentionally indiscriminate <u>violence</u> as a means to create terror or <u>fear</u> , in order to achieve a political, religious, or ideological aim. <sup>[1]</sup> It is classified as <u>fourth-generation warfare</u> and as a <u>violent crime</u>

10.00 COFFEE BREAK

10.30 STARTING OF THE GAME

AIM:

- Trust in the group
- having limited resources
- violence
- injustice
- stress fear/chaos
- deal with smugglers
- corruption
- inequality
- uncertainty

GOAL: Reach Eurotopia

MATERIAL: big space, 7 trainers, food (apple, sandwiches, water), cameras, images, fake money

The concept behind the simulation is to make participants aware of possible difficulties related to being a refugee. There are also precise objectives to each stage of the activity.

During the simulation, the participants will move from “destroyed” country (Narika) to Eurotopia and during this time, they will experience challenges connected to political, media, economic struggle derived from being a refugee. They are divided into 5 groups each comprising 5 people.

At the beginning of this stage, the context of the stimulation will be explained. The participants would be gathered together, music would be played in the background and the storyteller would describe to them the story of Narika, which was destroyed due to war and so the people of Narika need to reach Eurotopia and become asylum seekers.

There are several stages through which they must pass. They are given limited resources to spend during the simulation, and at each stop they face some difficulty and additional activity.

Exemplary stations:

1. Forest – they are split into two groups and should debate (pros and cons) the given topic after preparation time.
2. Smugglers – they need to decide whether to pay smugglers or not; even if they decide to pay, they would be asked by smugglers to do extra activities (about communication – drawing and describing picture) and they would be escorted only if the smugglers like their result.
3. Media – media coverage activity; they need to reflect on and transform discriminatory narrative into a more positive one; the article will contain very negative narration about them (refugees).
4. Hospital
5. Border – adequate to the simulation of the training course (The Wall)

When they come to Eurotopia, forum theatre is performed and introduced (to bring positive atmosphere and implement positive potential solutions).

17.00 Then the whole simulation will be summarised by a debriefing to reflect on what happened, the participants’ emotions, understanding of the process, aims of it and how could they use this experience in the future, tackling difficult social issues.

### **Session report**

The second group presented a complex one day simulation related to refugee crisis, aimed at youth aged 14-16 years old. It would be led by experienced facilitators for 20-25 pupils. The simulation would include several stations, simulating difficult choices and obstacle of refugees as well as additional exercises within each station (30 minutes each), such as sickness, smugglers, bribery, crossing the border, etc. It led to intensive discussion about resources, possibility, level of difficulty and exhaustion, as well as the need for a thorough debriefing. The group was asked to discuss the possible next stage of developing it.

## **Group 3: Young people/ university students (20 – 30 years) – Refugee Situation in your local area / country**

### **DAY ONE**

- |   |         |
|---|---------|
| a) Welcome  | 15 min  |
| a) Terminology (PP)   | 25 min  |
| b) Country of origin (PP)   | 25 min  |
| Break   | 15 min  |
| c) Asylum seeking process (simulation)  | 2 hours |
| Lunch (Syrian food)   | 1 hour  |
| d) What is hate speech (an expert talking)  | 1 hour  |
| e) Media coverage (news article analysis)   | 1 hour  |
| Coffee break  | 15 min  |
| f) Daily life of a refugee (refugee speaking)   | 1 hour  |
| g) Media coverage (exchange of refugee word to name of refugee. Aim: to see how damaging the media is) + including talk about how it felt | 30 min  |

### **DAY 2**

Preparation for the exchange.

Meeting up on a weekday in an afternoon.

#### **RULES:**

Main rule of the exchange: do what you would actually do at a weekday. It needs to be realistic. Don't adapt, don't entertain. The aim is not fun, the aim is to learn.

Make it clear: the normal daily costs will be covered. The student shouldn't bring cash/credit cards for the exchange. Don't bring your ID, don't bring your Prada bag – simple casual clothing.

Introduce to friends, explain courses, give a tour of the university, etc.

Time frame: full day up until evening activities.

Sunday final evaluation

- |                                       |        |
|---------------------------------------|--------|
| a) Dinner                             | 1 hour |
| b) Guidelines (presentation of rules) | 1 hour |
| c) Discuss exchange refugee/student   | 1 hour |

### **DAY 3**

- |  |           |
|--|-----------|
| Q&A and evaluation - students + refugees | 2 hours   |
| Break                                    |           |
| Overview of organisations in your area   | 1 hour    |
| Visit an organisation                    | 2,5 hours |

Problems: Safety, finding refugees that speak English and/or the local language.

## **Session report**

The third group aimed at the age of 20-30 year olds. They want to educate people about refugees. They proposed an activity of 3 stages taking place at a university. They would organise a meeting, including knowledge about the asylum process and related procedures, working on definitions, lecture about hate speech made by local expert, media coverage exercise and a talk with a refugee. During the second day, participants would have the opportunity to share and exchange with refugees, each participant spending the day with the refugee, understanding and experiencing what his/her daily life is like. It would end with a common dinner. The third day would be devoted to evaluation (on the weekend). The group also provided details about guidelines, ground rules, possible impact and consequences. The discussion raised questions about whether this would be a real experience or people would try to show only the good side of their lives, However, the group argued that it could be enriching experience just to spend two days together, see each other homes, surrounding, etc. There were some concerns related to security, communication and legal issues, as well as the way to promote it and what group to aim to.

### **Group 4: Adults – City Game**

Target Group: Adults from a neighbourhood (locals and migrants) / “grey zone”

Type of event: neighbourhood festival / city festival – ‘City Game’

Time: 2 hours + 30 min debriefing

Participants sign up in advance

Teams of 5 – ready teams or match individuals

Prizes: vouchers for museums, restaurants, etc.

Stations:

1. Statements in different languages
2. Physical cooperation (flood, fire)
3. Quiz
4. Ethnic shop / restaurant
5. Fun task about the landmarks
6. Speed – blind – dates: find common things
7. Nationality – lottery points

## **Session report**

The fourth group prepared a city game for adults from non-professional backgrounds, not yet interested in the topic, the undecided ones. The group included the issue of social inclusion as part of the city game they designed. Due to the difficulty of reaching target group, the city game would take place during a city festival. There would be different stations and at each station there would be a local volunteer who would facilitate the direct contact within local community. Teams and individuals can sign-up. There would be also discussions (debriefing) afterwards (after around 2 hours of the game). Seven stations were designed: a linguistic station, a logistic station, a physical one, an intellectual one, a historical one, and an emotional one. The aim is to cooperate, not to categorise people according to migrant/non-migrant backgrounds,

etc. The group also presented a board game with a storyteller, dice and 4 different characters. The goal would be to build the life story during each round and get points for it. There were questions about the order of stations of the city game and its promotion, title, etc.

### **Group 5: Adults/ teachers (primary & secondary) – To educate teachers about issues of hate speech and racism and to create a culture model of respect and acceptance**

Target Group: Teachers (primary & secondary)

Aim: to educate to/about issues of hate speech and racism to create a culture of respect and acceptance.

- Indirect effect in students
- Modular programme for flexible design of workshops (based on time, availability of speakers, number of participants)

Timescale: One day (but can be adjusted based on variables)

Modules & Programme:

1. Survey to assess current knowledge/understanding/confidence of topics of hate speech and racism
2. Teachers brainstorm incidents in their area
3. Presentation of the reality of the situation in their area (statistics, examples, case studies, discussion)
4. Interactive session
  - A. Exercise to demonstrate the issue and highlight the problems groups can face e.g. lemon, stereotype sticker
  - B. Exercise to highlight the value of diversity
5. Conversation with victims of racism and hate crimes at school (how a teacher could have supported/intervened to improve the situation at the time. Practical ways to implement change and delivery of handbook. Work collaboratively with teachers to design strategies. Education that can reach the wider family of a student. How to encourage students to speak up. How to encourage parents that might be marginalised to report incidents
6. Survey – reassess from point one
7. Survey – one –two months following training

Possible Exercises:

- Interactive x 2 – e.g.
- Story telling
- Sticker
- Lemons
- Stickers descriptions/adjectives/nationalities/migrant role Stereotypes
- Refugee travel exercise who do you travel
- Circle game
- Positive games
- Fruit games – taste the world

Leave behind package that contains trainings:

- Behaviour Checklist for teachers
  - poor attendance
  - not interacting with other children
- Activities list with tips for trainers (i.e. how to work with different class mixes)
- Time4identity type trainings to do with students
- Reference to school guidelines summary – best practice
- Government legislation cheat sheet
- Etc.

### **Session report**

The fifth and last group presented a workshop for professionals (teachers). The aim was to educate them about the issues of hate speech and discrimination and to create a culture of respect and acceptance amongst the teachers. It will have an indirect impact on their students. The timeframe is one day. It would be started with a pre-survey among teachers followed by a brainstorming about hate crimes. The next session would be an interactive exercise to demonstrate the issues (lemon game and sticker game). Then there would be an activity related to the world map and the roots of daily products. They would also invite former students of different schools who were victims of hate crimes to talk about the experiences and encourage teachers to influence the situation positively and prevent the rise of hate. It would be followed by providing practical tools to tackle hate speech, racism, etc. and wrapped up with a final evaluation.

The presentation came to an end with comments about motivating and empowering of the teachers, ex-poste evaluation, its long-term effect and psychological issues related to the issue tackled.

## **DAY FIVE: 26<sup>th</sup> February 2017**

### **Mapping Challenges and Outlining a Strategic Action Plan**

For the last day, the participants made a strategic plan for implementation after the training. The participants were divided geographically so that they were either working together with people from their own country or people from a similar or neighbouring country.

The assignment for the groups was to map out the challenges faced in their country and to create a strategic plan of actions that address these key challenges. The small groups planned the actions and events it to organise as well as to become more visible in the local community.

### **Presentations of Challenges and Strategic Action Plans/ Dissemination and Visibility Plans**

#### **Session Report**

What can you do in the near future in your home country? The task was to create projects/actions/visions that are possible to carry out keeping in mind the time, financial and human resources that each organisation has at its disposal. Groups were divided into countries/regions of Europe. Every group has filled out the following table:

Target group	Challenges	Vision	Activities	Level			Q1	Q2	Q3	Q4
				Org.	Volunteer	Personal				

The overall challenges outlined by the participants in order to achieve their strategic action plans are as follows:

- Time
- Participation of people from different backgrounds
- Recruiting people in general
- Raising money
- Raising awareness about the project
- To figure out what is possible in my organization

The participants also discussed visibility and dissemination measures related to their individual action plans and also related to the training project. The following are some of the ways in which the training and its results will be disseminated for wide visibility and a multiplier effect:

- Facebook and other social medias
- Posters on the street/school/local supermarkets
- Mouth to mouth communication/talk with friends and families
- Write articles for local newspapers and talk to journalist on local newspapers to make them write about events
- International ICYE newsletter/UNITED newsletter,
- In general: use international ICYE, they will be able to help you with the dissemination
- Get in touch with the municipal authorities in the smaller cities
- Contact school partners
- Provide materials to teachers to make students aware of the workshop before they take place
- Reach external organizations in terms of dissemination on social media
- National comities for anti-hate speech movements
- Salto Youth
- Citizens for Europe
- Toolkits
- Book marks (a manual for combatting hate speech online)

**Remember: June 20<sup>th</sup> World Refugee Day could be a great day for the workshops!**



## Final Evaluation and Closing

For the last session of day five, an interactive final evaluation enabled participants to give critical feedback related to the facilities, programme, methods used, preparation work and the trainers, as well as logistics, accommodation, food, etc. Flipcharts with specific questions were placed around the room and participants had the space to themselves to give their comments and feedback. Some of these flipcharts are presented below.

*Below: Pictures of the participants during the final evaluation*



### **Feedback from Final Evaluation**

#### *I. What I would have wished for from the organisers of the training?*

- A sightseeing tour of Graz
- For each day, to have more clearly defined theme
- More information on how the presentations should look
- Start us communicating with other participants before the training, e.g. create FB groups 2 weeks before
- More free time for processing all the information and emotions as well!
- Opportunity for participants to join in planning (some part) of the programme

#### *II. What was useful for me and my organisation?*

- Methods that can be implemented easily, e.g. simulation, timeline, living library, Forum Theatre...
- Platforms, tools, networks, methods
- Exchange of ideas, best practice and input from other countries
- Knowledge, new ideas/projects
- Getting to know new content for familiar methods
- Brainstorming with others and developing new ideas for activities
- Input on politics / legal situation for migrants in Europe
- Tools to work with, activities to implement, information and dissemination resources, ideas and inspiration
- Methods, 'theoretical information, networks
- Through the sensitisation, I got a lot of energy and enthusiasm to start new projects

- Creating a workshop, getting other views/opinions on the topic, ideas what could be done in the future
- Views and experiences of other countries, more knowledge of the issues affecting other EU countries
- Power flower
- International / European exchange of practices and theoretical information

*III. What I liked / appreciated about the trainers!*

- Professionalism and experience
- Talented!
- They respected us and listened to us and were willing to cooperate with us on the schedule
- Professional, open minded, no judgements
- Fun and relaxed
- Extremely knowledgeable, professional
- Very engaged and active all the time
- Experienced, organised and their knowledge
- Very organised, very inclusive, were also participating in activities
- Very professional, have a big overview and deep understanding of the situation, topic, group dynamics and personal issues. I also liked that you managed to know all our names.
- Good structure, professional attitude
- Professional, well-prepared, flexible and open minded

*What I didn't like / appreciate about the trainers!*

- A bit too strict sometimes but it could be a weak and strong point at same time
- Sometimes a detailed instruction on expected outcomes would be appreciated
- Sometimes too politically correct
- Available time for presentations was not always equally divided over groups/ participants
- Sometimes it was hard to express a different opinion and feel it was listened too
- Sometimes we went off topic from the focus of the conversation. Better command of keeping discussions on track.

*IV. Opportunities that I had to actively participate and contribute to the training?*

- Basically all the time (appreciated), all areas
- Forum theatre, sharing experiences, country presentation
- Harder to contribute after 5pm
- Experiences we have made in our work
- There were plenty of opportunities during the training, though not in planning the programme
- During group work, comments, inputs in forum (every day I guess)

*V. What I need from my sending organisations?*

- Help with networking, organisation and material
- Guidance on what activities are most useful to implement
- Guidance on networking and obtaining funding
- Resources, help, expertise, support
- Implementing what I have learnt and starting something in this area if there is none.

- Money to implement things
- Working hours to implement projects
- A network where I can find information, and keep in touch with other participants and trainers as well.
- Room to discuss / set priorities and role of ICYE in certain projects
- Open mind from staff and trustees when ideas are proposed from this training, support to develop training for our volunteers and external organisations

*VI. If I were to lead the training, I would do the following differently...:*

- Offer visiting NCs the opportunity to lead/facilitate a session
- Tell participants what to include (and what not to include) in country presentations
- More time for discussion
- Be stricter with presentation time limits
- More free time and group building activities
- More time to meet more refugees, more time for the NGO visits
- More work in smaller groups or in pairs
- Longer international evening to get to know people. Start later next day?
- Tools to fight hate speech
- Flexibility and be able to change the programme in relation to the need of participants

*If I were to lead the training, I would do the following in the same manner:*

- The groups exercises
- Plan parts of programme outdoors
- Intercultural evening
- All the exercises we did
- Very diverse programme
- Expectations and fears at the beginning and in the end
- The attitude towards participants
- Give basic input on how to conceptualise a workshop or training... realistic workshop ideas / projects
- More direction on presentation content
- Have UNITED involved

## ANNEXES

### ANNEX 1: The five articles of “Dangers of Words”

Article 1:

#### **ISIS terrorists 'using fake passports to sneak into Europe and attack Britain'**

BRITAIN is at risk of a Paris-style terror attack by Islamic State (ISIS) jihadis using fake passports to smuggle themselves into Europe, a senior spy chief has warned.

ISIS terrorists are said to be masquerading as vulnerable refugees fleeing war zones in the Middle East, to exploit the migrant crisis and Germany's open borders policy. The militants, who also go under the name of Daesh, are aided by false documents produced in Syria. A top intelligence official has now warned ISIS commanders are handing out training to would-be attackers in the group's de facto capital Raqqa before dispatching them to carry out their deadly missions in the West.

The spy chief said: "Islamic State is skillfully exploiting the migrant crisis to smuggle terror cells from Syria into major European countries such as the UK."

Pressure is now building on the European Union to boost its border controls to stop those using [fake documents](#) in their tracks.

The stark reminder of the threat Britain faces from migration across the continent echoes a warning by Europe's top police agency that extremists will keep attempting lethal attacks on soft targets in Europe. The Europol agency said: "There is every reason to expect that ISIS, ISIS-inspired terrorists or another religiously inspired terrorist group will undertake a terrorist attack somewhere in Europe again.

"It is nearly impossible to exactly predict when and where the next terrorist attack will take place, and what form it will take."

Hundreds of British jihadis are believed to have returned to the UK after travelling to Syria and could now pose a threat to security. And two of the men responsible for the attacks in Paris are believed to have used forged Syrian passports to enter Europe along the popular migrant route.

French interior minister Bernard Cazeneuve said on Monday that ISIS had created an "industry" out of making fake documents using stolen Iraqi, Syrian and Libyan papers.

The latest warning from a senior British intelligence officer heaps pressure on the Government to step up border checks.

The source told the Telegraph: "Jihadists travel to Raqqa to meet up with ISIS commanders, where they receive training and new passports.

"They then make their way back to Europe posing as migrants with new identities, making it virtually impossible for security officials to detect potential terrorists among those fleeing persecution."

Keith Vaz, chairman of the Commons home affairs select committee, said: "It is deeply concerning that the migration crisis may be being used as cover for terrorists seeking to commit violent acts in Europe.

"It is vital for our national security that the UK, and EU as a whole, provides resources to secure the external border to prevent future atrocities like the attacks in Paris last year, and ensure international databases are up to date.

"The external border of the UK is now the front line in the fight against terrorism."

Source: <http://www.express.co.uk/news/uk/638477/Migrant-crisis-Islamic-State-jihadis-fake-passports-hide-among-refugees>

Article 2:

## **Four out of five migrants are NOT from Syria: EU figures expose the 'lie' that the majority of refugees are fleeing war zone**

Only one in every five migrants claiming asylum in Europe is from [Syria](#).

The EU logged 213,000 arrivals in April, May and June but only 44,000 of them were fleeing the Syrian civil war.

Campaigners and left-wing MPs have suggested the vast majority of migrants are from the war-torn state, accusing the Government of doing too little to help them.

'This exposes the lie peddled in some quarters that vast numbers of those reaching Europe are from Syria,' said David Davies, Tory MP for Monmouth. 'Most people who are escaping the war will go to camps in Lebanon or Jordan.'

'Many of those who have opted to risk their lives to come to Europe have done so for economic reasons.'

Sir Bill Cash, a fellow Tory, said: 'These figures make extremely disturbing reading. The whole argument has been made that this influx is all real refugees from Syria whereas this adds to the substantial evidence that there are a large number of economic migrants who are aiming for a better life.'

The figures from Eurostat, the EU's official statistical agency, show that migration from April to June was running at double the level of the same period in 2014.

The number of Afghans lodging asylum claims is up four-fold, from 6,300 to 27,000. Another 17,700 claims were made by Albanians, whose country is at peace.

A further 13,900 applicants came from Iraq which, like Syria, is being torn apart by the Islamic State terror group.

Half a million migrants have arrived in Europe so far this year, with 156,000 coming in August alone. Rather than claiming asylum in the first safe EU country they reach, most head on toward wealthy northern states. The human cost of the crisis has been paid by the estimated 3,000 migrants who have drowned after putting their lives in the hands of people smugglers for the perilous crossing of the Mediterranean.

Risks being taken by many families were highlighted by the deaths of three-year-old Aylan Kurdi and his brother Galip, five, whose bodies were washed up on the tourist beach of Bodrum in Turkey earlier this month.

More than 250,000 migrants have reached Greece and Italy, where the authorities are close to breaking point.

Extract from: <http://www.dailymail.co.uk/news/article-3240010/Number-refugees-arriving-Europe-soars-85-year-just-one-five-war-torn-Syria.html>

Article 3:

## **Migrants REFUSE to claim asylum in Denmark - because they don't get enough BENEFITS**

Refugees from Middle Eastern countries - like war-torn Syria - are demanding they are allowed to go to Sweden or Finland because the terms of asylum are more favourable for them.

Asylum seeker Marwen el Mohammed said there are two reasons migrants do not want to go to Denmark.

Mohammed claimed the first reason is that "the salary for refugees decreased about 50 per cent from 10,000 kroner (£1,000) to about 5,000 (£500)".

The second is that Finland and its neighbouring countries allow migrants' families to join them within two or three months - but under Denmark's new laws they have to wait a year before they are able to join their loved ones.

Speaking to Denmark's TV2 News, another migrant demanded: "We want Sweden."

When the reporter tells him that Sweden is 310 miles away, he said: "No problem. We walked from Syria to here [with] no problem."

The Danish government recently tightened immigration laws in the wake of thousands of migrants entering Europe seeking asylum.

Danish authorities agreed to cut social benefits for new refugees by 50 per cent while foreign nationals must wait at least five years for a permanent residence permit - and they must be able to speak Danish.

More EU countries have begun to adopt a hardline approach to the migrant crisis, with [borders across Europe being slammed shut](#) over the last 24 hours to quell the impossible flow of migrants entering Europe....

Martin Selmayr, European Commission President Jean-Claude Juncker's chief-of-staff, tweeted: "Free movement (Schengen) will be in danger if EU Member States don't work together swiftly and with solidarity on managing the refugee crisis."

But Austrian Vice Chancellor Reinhold Mitterlehner, said: "If Germany carries out border controls, Austria must put strengthened border controls in place."

Source: <http://www.express.co.uk/news/world/605252/Migrants-Denmark-Finland-Sweden-Marwen-el-Mohammed-TV2-News-Immigration-Refugee>

#### Article 4:

## Visegrad Group against refugee quotas: Polish minister

Poland, Hungary, the Czech Republic and Slovakia are against an EU quota system for relocating refugees, Polish Interior Minister Mariusz Błaszczak has said.

Speaking after a meeting in Prague with his counterparts from the Visegrad Group, which brings together the four Central and Eastern European countries, Błaszczak also said the grouping wants Western countries to review their asylum policies.

After arriving back in Warsaw, Błaszczak told reporters that at his request "two very important items" were added to a draft joint declaration by the Visegrad Group.

"All the countries of the Visegrad Group oppose the introduction of an automatic mechanism for relocation," he said.

"Perhaps in the future some countries in Western Europe will want to introduce such a mechanism again. The position of the Visegrad Group is one of solidarity – we are opposed to a mechanism of automatic relocation," he added.

The second item adopted by the Visegrad Group on Błaszczak's suggestion is an appeal to Western European countries that are target destinations for migrants to review their asylum policy.

"Such asylum policies are a factor in attracting further waves of migration," Błaszczak said.

Poland's Law and Justice government has said that up to 400 refugees will be relocated to this country this year. The previous government, led by the Civic Platform, had pledged that in the long term Poland would take in 7,000.

According to the UNHCR, the UN refugee agency, over a million migrants and refugees fleeing wars and poverty crossed the Mediterranean Sea to Europe in 2015, nearly half of them Syrians. Most arrived in Greece and Italy

Source: <http://www.thenews.pl/1/10/Artykul/237287,Visegrad-Group-against-refugee-quotas-Polish-minister#sthash.61mKOZ46.dpuf>

## MORE AND MORE REFUGEES: Serbia will soon be Islamised by migrants

BELGRADE – Larger number of migrants coming from Syria, Afghanistan and Somalia, brings not only the risk of the Islamisation of Europe, but will soon make Serbia a permanent host country for Muslim migrants. Because of the more strict regulations for EU destination countries, it is estimated that next year refugees coming from Middle East and Africa, only passing through our country at this moment, will start staying for longer periods, and finally, become residents in Serbia.

“Serbia will soon become a final destination for migrants. It is crazy to believe that Germany, Norway and other developed European countries will continue to bare the burden of refugees from Syria and Afganistan. What is not logical is that they are not going to richer Islam countries like Saudi Arabia, Bahrain or the United Arab Emirates, that are also culturally much closer to them. I think that Islamisation of Europe is at play and it is unavoidable that it will happen” political analysist Dragomir Andjelkovic emphasises. A special risk, he adds, is represented in the fact that among the refugees entering Serbia you can find those with combat experience.

“Serbia is not taking this problem seriously, and that is the first security risk in the region” says Andjelkovic. Statistics are also relentless – this year as many as five times more migrants that last year will pass through the country.

“If we keep in mind that during 2014 there were 16 500 expressed asylum intentions, and by the end of the June this year there were more then 37 000, we are talking about a number that is about five times larger then the last year” says Ivan Miskovic, spokesman of the Refugees and Migrants Commissariat.

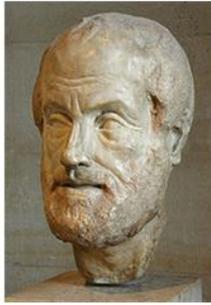


Pic 1 – A profile of average migrant: A man born in Syria, between 20 and 25 yrs old, military-able, muslim, doesn’t speak good English language, has secondary education, unmerried, dreams about better life in Germany

Pic 2 – He carries with himself not more then 300 Euros, because if somebody still from them, they can get the money at the next post office through systems of money transfer

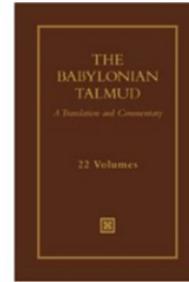
## ANNEX 2: The History of Racism Power Point by Shamla Tsargand

330 B.C., Aristotle



The first traces of racism date back to 330 BC when Aristotle said " while Greeks are free by nature, 'barbarians' (non-Greeks) are slaves by nature, in that it is in their nature to be more willing to submit to despotic government."

400, Babylonian Talmud



Racism is demonstrated in the Babylonian Talmud from the Late Antiquity period (AD300-600). It divides humankind between the three sons of Noah, stating "the descendants of Ham are cursed by being black, and [it] depicts Ham as a sinful man and his progeny as degenerates."

Jan 1, 0880, Superiority Of The Blacks To The Whites



Al-Jahiz, a famous Afro-Arab scholar, writes a book titled "Superiority Of The Blacks To The Whites" in response to extensive Arab conquests and the slave trade. In it he states "Blacks are physically stronger than no matter what other people. A single one of them can lift stones of greater weight and carry burdens such as several Whites could not lift nor carry between them. [...]"

Jan 1, 1500, Atlantic Slave Trade



During the Atlantic Slave Trade, which took place from the sixteenth century to the nineteenth century, African people were sent to the colonies of the New World to serve as slaves. Approximately 9.4 - 12 million Africans were sent to the New World.

Jan 1, 1876, The Jim Crow Laws



The Jim Crow laws approved the segregation of public schools, public places, public transportation, and the segregation of restrooms and restaurants for whites and blacks.

Sep 1, 1939, The Holocaust



Six million jews along with Soviet POWs, ethnic Poles, Freemasons, homosexuals, Jehova's Witnesses, and disabled people are murdered by Nazis due to beliefs that they were superior than everyone else.

1948 - 1991, South African Apartheid



A system of legal segregation is set up by the National Party of South Africa where white domination and institutionalized racism are practiced.

A codified system of racial stratification began to take form in South Africa under the Dutch Empire in the late 18 century.

Apartheid sparked significant international and domestic opposition, resulting in some of the most influential global social movements of the twentieth century.

[https://www.nelsonmandela.org/content/page/learners/biography?cid=CiwKEAIA\\_p\\_FBRCRi\\_mWSMyI4SOSIAAkeZrM1ol81ce9CE9VYB2Cu-pok6Kkbbh4FvADwOT98UKNBoCltWw\\_wcB](https://www.nelsonmandela.org/content/page/learners/biography?cid=CiwKEAIA_p_FBRCRi_mWSMyI4SOSIAAkeZrM1ol81ce9CE9VYB2Cu-pok6Kkbbh4FvADwOT98UKNBoCltWw_wcB)

Racism and racial discrimination are often used to describe discrimination on an ethnic or cultural basis, independent of whether these differences are described as racial. According to a United Nations Convention on Racial Discrimination, there is no distinction between the terms "racial" and "ethnic" discrimination. The UN convention further concludes that superiority based on racial differentiation is scientifically false, morally condemnable, socially unjust and dangerous, and there is no justification for racial discrimination, anywhere, in theory or in practice.

## ANNEX 3: The History Line

### The History Line

#### Issues addressed:

- the variety of perspectives and interpretations of historical events
- blind spots in education, media and individual knowledge regarding history
- Nationalism, Ethnocentrism, Racism

#### Aims:

- to realize and to fill some blind spots of historical events by knowledge exchange
- to realize that there are different perspectives of historical events
- to raise curiosity about and empathy with other perspectives and other persons or group of persons
- to reflect biased education, media and individual knowledge and education
- to generate a critical approach to ones own historical perspective and education

**Time:** 60-90 minutes

**Group size:** any size

**Material:** a long cloth (4-5 meters), paper cards and markers

#### Preparation:

Put the cloth (or a string or anything else to symbolize a historical time line) on the floor. Choose the period of time (e.g. 1400 – today). Write three cards with the name of the method (1) and the beginning point of time (2) and this year (3) and put them on the top (1,2) and the bottom (3) of the cloth. Put stairs around the cloth, forming a oval circle.

#### Instructions:

*Course of action:*

1. Introduction of the method (5 minutes)
2. Card writing (10-15 minutes)
3. Placing and contemplation of cards (20 minutes)
4. Discussion and evaluation in a circle (30-45 minutes)

After the introduction of the method by the facilitator the participants are invited to individually think about 3-5 historical dates which are very important to them. The problematic of racism, nationalism and ethnocentrism is not yet mentioned at this point of the method. The participants should write each event on a card, mentioning the date/time frame and the event and if necessary, explain it in a few words.

The more participants, the less number of cards per person should be written. If there are more than 15 participants, only a number of maximal 3 cards should be written by each person because otherwise the huge amount of cards create confusion and the method takes more time, even if several cards will refer to the same events. There is no restriction regarding the choice of events, for example they do not necessarily have happened in the country the writer is living in. The cards should be written individually without exchange or discussion among the participants.

When everyone has finished writing, the participants are invited to put the cards on the cloth, following a chronological order. All cards can be put simultaneously. Events mentioned several times can be put horizontally beside one another. Then the participants are given time to see the cards and to walk around individually to read the cards. This should first be done silently and then people can individually exchange ideas and ask for explanation of events they didn't know before with the people beside them. After the participants could see and read all cards, they are invited to sit down in a circle for plenary discussion.

Then the facilitator asks the following questions which should be discussed one after another:

-Are there cards you do not understand and that you would like to ask about?

- Is there anything that surprised you? Something that you did not expect?
- Which dates are familiar to you, which are not? - Why?
- Are there different opinions on the same events? - Why?
- What does this have to do with racism? (If the topic has not yet been referred to by the participants)
- Is there a need to change anything? How could this be done? (Regarding to education, media, individual behaviour)

**Role of the facilitator:**

- Facilitate active participation and discussion among the participants.
- To prevent feelings like shame of lack of knowledge it is important to emphasize, especially during the initial introduction that correct dates are not important for the method and that participants can write down time frames (like 18th /19th century) instead of the exact date of the event. The facilitator also should avoid correcting incorrect historical dates.
- If aspects like nationalism, racism, political interests, biased education are not mentioned during discussion, the facilitator can ask open questions like: Do you see any relation to racism?
- If controversy about the judging of a historical event arises the facilitator should prevent a longer discussion about who is wrong or right. The method is explicitly developed for dealing with this problem by emphasizing that there are different perspectives to events.

**Evaluation of the method /Comments:**

- Although there is no special historical knowledge needed, the method is not suitable for children or other persons with very little knowledge about the course of history.
- The method is especially suited for heterogeneous groups like groups with international, intercultural backgrounds, different political standpoints or of other forms of diversity.
- One variation of the method is to adapt it to a one-year calendar. Then participants are asked to mark on the most important dates like e.g. holidays.

## ANNEX 4: Power Flower

### Power Flower

**Keywords:** forms of oppression, privilege, power

**Introduction:**

With a slightly difference focus from the preceding exercise, Power Flower seeks to create an awareness of different types of oppression prevailing in society, and to clarify that, depending on the particular situation, a person could be the target of oppression in one case and the oppressors in another. Gaining insight into people's experiences, feelings and perceptions of oppression is a way of gaining empathy and questioning ourselves and our motives when we are in positions of power and discriminate against others.

**Aims:**

- Heighten participants' awareness of different forms of oppression
- Provide an opportunity for individuals to reflect on where they are targeted by oppression and where they are in a non-target position
- Gain insight into other people's experience and perceptions of oppression
- Challenge ourselves to be more aware of the ways in which we might unintentionally oppress others
- Encourage ourselves to be more assertive.

**Time:** 60 minutes

**Material:** A Power flower worksheet for each participant, crayons or coloured pencils/pens

**Group size:** 12 to 20 (4 to 6 in each working group)

**Instructions:**

- Ask participants to divide into small groups.
- Give each participant a “power flower” worksheet and a crayon or coloured pencil.
- Ask participants to colour in the petals of the flower according to whether they are the target or non-target of each form of oppression. (See the “power flower” below for information on who the targets and non-targets of each form of oppression might be). Instruct them to colour the inside petal if they are in a non-target position for a particular form of oppression and to colour the outside petal if they are the target of a particular form of oppression. See below an example of how one workshop participant shaded in the power flower.
- Allow participants between 10 to 15 minutes for this part of the activity. (You may want to change some of the categories shown on the “power flower” in order to match the activity more closely with the goals of your workshop. You may also wish to change the way in which you define the target and non-target groups for some of the forms of oppression, in order to better reflect the experience of the participants of your workshop. For example, you may wish to change the cut-off point for the non-target group for “education” to high school if the majority of the participants at your workshop come from communities in which a high school certification is likely to be the highest form of education level reached by people.)

**Debriefing:**

1. How was the exercise?
2. Which classification was difficult, which not? Why?
3. For which belongings/petals were you particularly uncertain? Why?
4. How was the exchange in the working groups?
5. How did it feel to be part of a target or non-target group?
6. Do your feelings match the classification of the power flower into “privileged” and non-privileged or target and non-target group?
7. Do you feel exactly so (not)privileged (not) targeted as the power flower demonstrates?

**Introduction:**

On the significance of belonging:

- Are there situations, contexts and group in • which relations shift, in which a privilege leads to discrimination or vice versa?
- In every context, does the same category • have the same meaning? (sense of belonging depends on the context)
- Do the belongings all have the same • amount of importance; are you always aware of these? (differing subjective meaning of belonging)
- Do societal belongings all have the same • weight? (different social meaning of belonging)

Here it is necessary to pinpoint that the importance given to differentiation categories, whether subjective or socially, depends on the extent to which this category possesses dominant attributes of society as a whole and is linked to institutional consequences. Some forms of discrimination have a long, violent history of oppression, due to which their effectiveness is strengthened (e.g. racism, colonialism: the historical roots of today’s north-south relations should be seen in connection with the system of slavery and material exploitation).

### On the characteristics of belonging:

- Is the belonging to the categories in the • flower petals your own voluntary decision or were these belongings assigned to you from “outside”? What consequences does this have?
- Is it possible to change belongings of the • flower petals?
- Could privileged/non-privileged belonging • draw other belongings towards them?

### On behaviour in and with power relations:

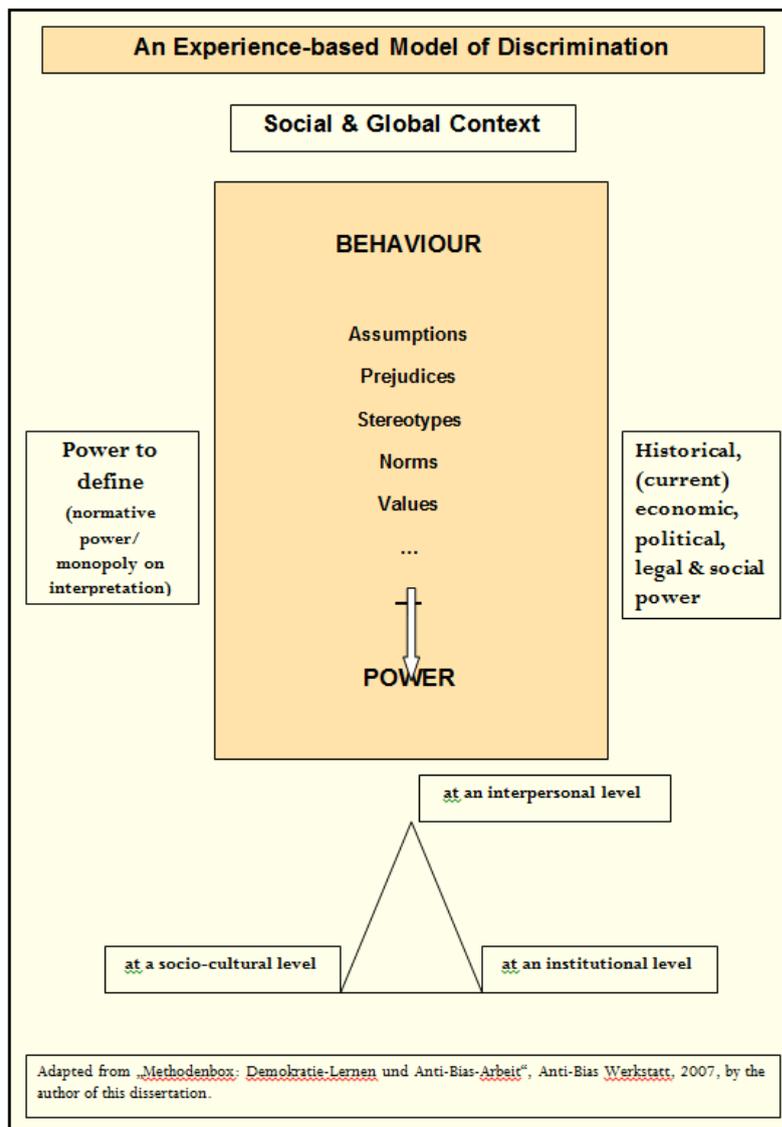
- Now assess the number of areas in which • you are targeted and the number in which you are relatively privileged. What are the implications of being predominantly in the target or non-target groups and which forms of oppression are the strongest in your society.
- Conclude the activity by pointing out • that we can use our own positions in a target or privileged group to understand the thoughts, feelings and behaviours of others. You could follow this with a whole discussion on how to challenge oppression, or how different forms of oppression are reinforced in classrooms, (other parts of the education system, and other institutions in society) and what can be done to change this.
- How and when can we also have power in • marginalised positions?
- How do you deal with your power or • powerlessness and what can we do with this analysis?
- How can you use your power positively? • How can you use it to change power relationships?

It is important to point out that power isn't just negative or vicious, but is also productive and comprises opportunities and resources. Here, the positive connotation of the term power in different languages can be referred to (in French 'Pouvoir', German 'Macht' etc.) Power can be used constructively, for example, by way of empowerment and power sharing.

**Source:** Shifting Paradigms. Using an anti-bias strategy to challenge oppression and assist transformation in the South African context. A publication of the Anti-Bias Project. Early Learning Resource Unit, 1997, Also in Anti-Bias Werkstatt. Methodenbox: Demokratie Lernen und Anti-Bias Arbeit. [www.anti-bias-werkstatt.de/index.htm](http://www.anti-bias-werkstatt.de/index.htm).

## ANNEX 5: An Experience-based Model of Discrimination

The various levels of discrimination – personal, interpersonal, institutional and social-cultural are illustrated here: The interpersonal level relates to the ways in which we behave and interact with 'others' which is shaped by personal attitudes, thoughts and feelings. The institutional level refers to established rights, traditions, habits and procedures which lead to systematic discrimination of certain people and groups of people. The socio-cultural level refers to that which is seen by the dominant culture/community/world view as right, good and beautiful, as a benchmark for all things. These three levels of discriminations are constantly interacting with and influencing each other. The cycle of discrimination reveals that each level of discrimination is constantly interacting and influencing the other levels, shaped by power in all its forms - historical, social, economic, legal or political power. In a poststructural sense, an individual is shaped by dominant norms and discourses (in which power is inherent) that are performed onto his/her self and that s/he themselves perform. The individual thus reproduces these norms, discourses and hegemonic structures in society. A vicious circle of power and oppression ensues.



Being a victim of one of these modes does not rule out the possibility of being enmeshed in another structure of domination as perpetrator and/or profiteer. Experiences of discrimination also shape the individual's concept of self: perception of the self, self-confidence, self-esteem. These are some points that can be elaborated through the model.

From a structural and poststructural point of view, this model and the preceding exercise fail to make it possible to go deeper into the concept and workings of intersectionality.<sup>1</sup> In other words, only a brief explanation is possible of how identity categories result in a complex overlapping of discriminatory experiences, i.e. how racism, gender, classism, religion intersect to create inequality that leads to the marginalisation of many people and groups of people.

## Levels of Discrimination

### Between people

It refers to direct behaviour opposite people or groups who, in respect of a particular aspect or characteristic, which is shaped by one's own viewpoint as different, and influenced by one's own valuation of this differentiation. This level comprises the field of direct discriminatory practice opposite other people

<sup>1</sup> The concept of intersectionality asserts that social categories (gender, social class, sexuality, ethnicity) are intersecting spheres in which domination occurs, and therefore any one category cannot alone be seen or addressed as the reason for discrimination. See also chapter two, section on intersectionality.

or groups in interaction and communication between people in which the individual's situative power to act and power through societal positioning consciously or unconsciously sets in and is reflected in his/her actions.

It corresponds to the manner in which we behave opposite people who are somehow "different", shaped by our personal attitude, thoughts and feelings.

*Example:*

1. When visiting a hardware store, a female salesperson and a male salesperson are standing around but the customer approaches the man (as he judged to have a higher competence in this field).

### **At an institutional level**

It refers to established rights, traditions, customs and practices through which particular groups and people are constructed as different and are systematically disadvantaged. This level comprises all laws and structures, which are identified by a social, political and economic power. These laws and structures are not open to change; also it takes very long to change them. Nevertheless, those who profit from such situations continuously contribute, whether consciously or unconsciously, to the reproduction of unequal structures.

It applies to established rights, traditions, customs and practices that systematically lead to discrimination of particular groups of people.

*Examples:* 1) The school system select pupils.

2) The law of asylum forbids refugees to move around freely (obligated to remain at the residence).

3) Slum dwellers are not offered a voice when it comes to demolition of their dwellings.

### **At a socio-cultural level**

It refers to all that which is seen as right, good and beautiful by the dominating culture and ideology and is applied as a benchmark to assess, judge and discriminate people or groups who could be constructed as "others" on the basis of particular features and aspects. This level comprises unwritten laws, norms, values and ideals as also discourses of any kind, which are effective in a particular context, recognised of course by the dominating majority and consciously or unconsciously reproduced. The social/cultural discrimination manifests itself on the basis of ideological power.

It deals with that which is seen by the dominating society/culture or world outlook as right, good and beautiful, as a benchmark for all things.

*Examples:* 1) The media produces (for example in advertisements) visuals of women who comply with a specific ideal of beauty and responsible for the household and children.

2) Statements such as "Men should be hard and should not cry".

## ANNEX 6: The Wall

### The Wall

The Wall is a simulation game on finding out how the bureaucratic system within the refugee topic works. It is made for specialists who are working in the system of migration – they should take over the refugee role in order to feel how it is on the other side. It takes about 2 hours and can be used for the following learning outcomes:

#### Learning goals:

- Experiencing bureaucracy
- How does the system work?
- What can be changed from inside the system
- Do you have the power? Who has it?

#### Preparation before the game:

Before playing the game the group should be prepared for doing so. There is a possibility to play other role games for finding which person fits better in the role as refugee or in the role of guards.

If you play it right it can be emotionally hard – so be aware to take people that are ready to take over that role.

Roles distribution strategy: either INTEREST or ALLOCATION (preferably)

Distribution of roles should be done regarding results of the Language Barrier game, which need to be played in advance in order to prepare an environment for the participants.

#### List of roles: 21 people (7 officers – 12 refugees – 2 guards)

- I. Families
  - a. Sopranos – mama, papa, Augustina, Peter. 4
  - b. Flintstones – Wife Vilma, Husband Fred, old lady Rubble. 3
  - c. Jetsons – mama Jetson, papa Jetson 2
  - d. Obama – Mother, father, son 3
- II. Boarding officers group
  - a. Doctor 1
  - b. Policemen 1
  - c. Psychologist 1
  - d. Education officer 1
- III. General officers (authorities group)
  - a. Experienced professional 1
  - b. Good person with a kind heart 1
  - c. Strict general 1
- IV. Guards (2)

### Rules

Act in your role

### Scenario:

Refugees are kept in a tiny space with little light and guards are keeping them silent. Guards are wearing (Schlagstöcke) and are behaving strict. The refugees can just enter the offices after the guard calls them.

The board office is behind closed doors and they have the power to decide what is the criteria to enter in the new country. They are making the decision alone – also if others try to influence them.

### Procedure

1. Tell the story (10 min)
2. Give them their roles (10min)
3. Read their role and get into it (10 min)
4. Meet your group and create a strategy (15min)
  - a. refugees in families
  - b. officers
  - c. general board
5. Refugees meet the officers in order to pass the test (1h)
6. Decision of the board members - yes/no (10 min)
7. End of the game – get out of the roles (10 min)

2 hours in total

½ hour reflection

### Materials:

- 4 Tables
- Ring golden (Obama)
- Signs and Name tags
- Walkie-Talkies
- Camera (to film the board room for analysing the decision making process)

### Setting

3 places: dark close room for the refugee families; separated space for boards, which should have 4 tables and chairs, one for each check board; nice space for the General Officers, symbolizing the Wonderland.

### Story:

Main Idea: REFUGEES are leaving DESTROY-LAND and trying to get to Wonderland.

Story: DESTROY-LAND was peaceful and friendly country once. Then the war started and people of DESTROY-LAND were forced to leave their home. You are trying to get into Wonderland because the situation in your home is terrible. You do not have food, you do not have any perspectives and you do not have anything because your entire village was destroyed. You are at the border with families from your village. There are some you like and some you do not like at all. But the main goal is to enter the new country to set up a new life and provide a future for you and your children.

At the boarder you realize that it is not that easy to get into the new country. There are border controls on different characterizes – in order to pass them you have to pass different tests. You can pass the tests

together with your family. Your goal is to get entrance to the new country. The game is ended when everybody gets to know if he/she is accepted in the new country. You can select for each test one of the family members who does it. So select that one with the highest possibilities to pass for every test.

Role profiles:

Families:

**Sopranos** (MAMA,PAPA, pregnant women and a child):

Name: **Papa Soprano** – HARD WORKING man who has a family of four: a daughter who is pregnant and a boy age 15 who is still in school.

Age: 57

Criminal history: you have a criminal background, but where not guilty, do not show that you have criminal records

Children: Augustina and Peter

Nationality: DESTROYLAND Job: Builder

from age 16 Health: has back problems

Political party: Democrats

Smoker: Yes

Drinking: Yes

Connections to other families: You don't like Obama family because you accuse them that they robbed your house 1 month ago – 1 golden ring disappeared – you think that it is still with them and want to get it back.

Name: **Mama Soprano**

Age: 54

Children: Augustina and Peter

Criminal history: you have a criminal background, but where not guilty, do not show that you have criminal records

Nationality: DESTROYLAND

Job: Housewife

Health: You can't do any sports because you are not into them so much.

Smoker: No

Drinking: No

Connections to other families: You don't like Obama family because you accuse them that they robbed your house 1 month ago – 1 golden ring disappeared – you think that it is still with them and want to get it back.

Name: **Augustina Soprano**

Age: 27

Children: No, but she is pregnant

Nationality: DESTROYLAND

Criminal history: you have a criminal background, but where not guilty, do not show that you have criminal record

Job: Last year student

Health: You suffer from high blood pressure so you cannot make any sports

Smoker: No

Drinking: No

Connections to other families: You don't like Obama family because you accuse them that they robbed your house 1 month ago – 1 golden ring disappeared – you think that it is still with them and want to get it back.

The father of your child is Mr. Jetston – he doesn't want to declare the child because he wants to stay with his wife but he promised you to pay for you – he just can do that if both of you will be living in Wonderland.

Name: **Peter Soprano**

Age: 15

Criminal history: you have a criminal background, but where not guilty, do not show that you have criminal records

Nationality: DESTROYLAND

Job: Still in school

Connections to other families: You don't like Obama family because you accuse them that they robbed your house 1 month ago – 1 golden ring disappeared – you think that it is still with them and want to get it back.

#### The Flintstones:

**Fred Flintstone** - young and strong guy, who married his wife half year ago. They are really in love and thinking about children in nearly future. Also, he is kind-hearted; he is trying to cross the border with old an woman who is a neighbour of his. Every day Fred is carrying the leftovers to the old lady Rubble.

Age: 25

Children: no children, but thinking about them

Nationality: DESTROYLAND

Criminal record: you are clean as vodka

Job: No full time job, has a part time job as a dishwasher in a popular touristic dinner place.

Health: Heathy

Political party: does not belong to any

Education: high school diploma

Smoker: No

Drinking: No

Other members: Flintstones (MAMA, PAPA, OLD lady (Rubble - neighbour))

**Velma Flintstone** – young girl who is in love with Fred Flintstone. She is kind-hearted and after cleaning her house she helps her neighbour – old lady Rubble.

Age: 25

Children: no children, but thinking about having one

Nationality: DESTROYLAND

Criminal record: you are clean as vodka

Job: has no job Health: Heathy

Political party: does not belong to any Education:  
scientist of medicine

Smoker: No

Drinking: No

Other family members: Flintstones (MAMA,PAPA, OLD lady (Rubble - neighbors) )

**OLD lady Rubble** – old lady that cannot really take care of herself. There are two people who help her – her neighbours – FRED AND VELMA Flintstones. She does not have any relatives that can help her.

Age: 75

Children: no children, no relatives

Nationality: DESTROYLAND

Criminal record: you are clean as vodka

Job: worked as a primary school teacher around 40 years Health:  
not- Heathy

Political party: does not belong to any

Education: master degree in history, languages and philosophy

Smoker: No

Drinking: No

Other family members: Flintstones (MAMA, PAPA, OLD lady (Rubble - neighbour))

The Jetsons (minorities):

**Mama Jetson**

Came to live in Destroy-Land 10 years ago because of political discrimination in Discrimi-Land. They learned the language of Destroy-Land, paid all taxes, where involved into volunteering projects related with handicapped children. They cannot have children because of medical issues.

You are being persecuted in your country.

Age: 35

Children: none

Nationality: Discrimi-land Job: works in a gas station

Health: Cannot have children

Education: bachelor in philology

Smoker: No

Drinking: No

Family budget: 0 euro

Relatives: one of the head officer has a wife who an aunt of your father-in-law

**Papa Jetson**

Came to live in Destroy-Land 10 years ago because of political discrimination in Discrimi-Land. They learned the language of Destroy-Land, paid all taxes, where involved into volunteering projects related with handicapped children. They cannot have children because of medical issues.

Age:38 Children: none

Nationality: Discrimi-land

Job: work in a gas station

Health: Cannot have children

Education: bachelor in philology

Smoker: Yes

Drinking: Yes

Family budget: 0 euro

Relatives: one of the head officers has a wife who is the aunt of your wife's father in law

You and your wife can't have children that are why you decided to have an affair with daughter Soprano. You promised her to support her but just if you both enter the new country. You wife doesn't know it and for you it would be better if Sopranos will not enter the country.

The Obama family:

**PAPA Obama**

Age: 47

Children: one - John

Nationality: DESTROYLAND

Job: Architect, good specialist at his work.

Health: healthy

Political party: does not belong to any

Education: PhD architecture

Smoker: No

Drinking: YES

Connection with other families: You have a conflict with Soprano family because they accused you that you robbed their house – you did it, but want to hide it because you have a golden ring from that robbery that you can now use in order to get easier to the new land. You want to use it to bribe an officer who can help you to enter the country. Decide which one you want to bribe. There can also be bad consequences.

**Mama Obama**

Age: 45

Children: one - John

Nationality: DESTROYLAND

Job: Hairdresser

Health: has diabetes Education:

high-school Smoker: No

Drinking: No

Connection with other families: You have a conflict with Soprano family because they accused you that you robbed their house – you did it, but want to hide it because you have a golden ring from that robbery that you can now use in order to get easier to the new land.

**John Obama** – he is 17 year old boy, but he is handicapped and he can't move his right arm.

He is a good student at school, but because of his disability he is not so confident like other good students.

Age: 17 Children: none

Nationality: DESTROYLAND

Job: student

Health: cannot move right arm

Education: not finished high school

Connection with other families: You have a conflict with Soprano family because they accused you that you robbed their house – you did it, but want to hide it because you have a golden ring from that robbery that you can now use in order to get easier to the new land.

### BORDER-OFFICERS

#### **Doctor EUGENE JACOBSEN**

He is nice and caring guy. He is asking his patients a lot of questions because he really cares for the patients.

Age: 37

Children: 3 (2 boys and a girl), the youngest boy is his favourite child. But generally is really good father.

Nationality: WONDERLAND

Job: young and promising doctor

Health: has no problems with health

Education: master's in heart sickness

Smoker: No

Drinking: YES, to deal with the stress

You are a caring person and also very correct, just after your son whom you love very much got sick – you need money for the surgery and that is why you would take it from the refugees.

You try to influence the board members that your field of work is the most important and that they should make the decision according to your field. Be creative how to do so.

Police officer:

#### **Officer Arnold Fakeson**

He is strict and scary guy. He is talking with a strong tone. Children:

No Children

Wife: No Wife

Life: without work you do not have anything – so that is your only interest.

Nationality: WONDERLAND

Health: has no issues, except depression, that's why he does not smile

Education: bachelor in criminal work

Smoker: Yes

Drinking: YES

Job: police officer who checks the criminal records, he is very needy, so the criminal records should be perfect - takes no bribes. If somebody wants to bribe you, you are putting him into prison (15min timeout).

You try to influence the board members that your field of work is the most important and that they should make the decision according to your field. Be creative how to do so.

Psychologist:

**Psychologist Kamila Morgan**

She is mysterious and slowly talking girl

Children: Has one boy (16 years old), she broke up with her husband because he didn't like single mother

Life: wrote a lot of books of psychologist, love ice cream

Nationality: WONDERLAND

Job: gives an test on mental health

Health: has no issues

Political party: no political

Education: master in physiology

Smoker: Yes

Drinking: YES

You try to influence the board members that your field of work is the most important and that they should make the decision according to your field. Be creative how to do so.

Education officer:

**Education officer: Pamela Willis**

Age: 54

Children: Has 5 children

Life: Has a perfect life, has a passion for working with people, very communitive, always with the smile

Nationality: WONDERLAND

Health: cannot hear so much, every 10th word you can't understand

Education: master in teaching

Your task: You are the officer and give every family a test and do not help them filling it out. The guard 1 will bring you the people and the guard 2 will bring the formulas which you fill out to the board room.

You try to influence the board members that your field of work is the most important and that they should make the decision according to your field. Be creative how to do so.

Guard 1:

**Name: Chris Torita**

Age: 50

Children: Your task is to bring the formulas from the officers to the general board. And protect the door of the General board. Refugees can't pass you, officers can pass. You are strict and do not tolerate any exception – just if a young nice lady comes you maybe make an exception for a kiss. Also money makes you opening the door for people who are not supposed to go there at first.

Guard 2:

**Name: Augustino Herasso**

Age: 36

Your task is to bring refugees to the officers. So you are responsible that every family is meeting the officers. One representative from each family needs to go to pass the tests. So call them to the officers and make sure they are leaving the room after their meeting. You are strict and do not tolerate talking in the room. Furthermore you behave like a real guard and you tell the families that you will put them in prison when they are getting too loud and speak a lot.

General Officer 1:

**Name: Grant Haley**

Age: 65

Works in politics for about 30 years, makes his decisions with strict logic: what is better for his country's well-being and sustainable development of economics. Usually do not let his feeling affect the way he thinks.

Today you are in a bad mood, because he had an argument with his wife.

You are in power – you can go wherever you want and do whatever you want. You even can reorder the whole system.

General Officer 2:

**Name: Agatha Marine**

Age: 31

Agatha is new in the General Officers board. She is in favour of human right protection and full of ambitions to make her country a better place. She believes that new blood and young people are able to create a new image of the Wonderland.

You are in power – you can go wherever you want and do whatever you want. You even can reorder the whole system.

General Officer 3:

**Name: MaxKramer**

Age: 45

With his military past, Max Kramer is strict and follows the orders. His main priorities are the discipline and law. For him everyone who can carry the gun and protect the Wonderland if there is a need should enter the country.

You are in power – you can go wherever you want and do whatever you want. You even can reorder the whole system.

Your wife just called and told you that one of your family members is among the refugees. You have to find out who that is and convince the other board members that the criteria for letting them in are in favour to their profile.

## Checklist 1:

### Doctor

- 1) Make as many sit-ups you can do.

0 sit ups: 1 point

1-10 sit ups: 10 point

10-50 sit ups: 30 points

50and more sit ups: 50 points

How many squats can you do?

1-10 sit ups: 1 point

0-20 squats: 10 point

21-50 squats: 30 points

51 and more squats: 50 points

- 2) Medical investigation – every problem reduces the points for 10
  - a. Smoker:
  - b. High Blood pressure:
  - c. Heart disease:
  - d. Diabetes:
  - e. Pregnancy:

TOTAL NUMBER: \_\_\_\_\_Points

**Bring the formula to the head office if you are ready.**

## Checklist 2:

### Educational officer

- 3) Which education do you have? For every year of education you get 10 points
- No education (0 points)
  - 4 years of education (40 points)
  - Non finished Bachelor (50 points)
  - bachelor's degree (70 points)
  - masters degree (90 points)
  - #++

不申

- 4) Read the following word:

If you can pronounce it right way you will get 40 points

TOTAL NUMBER: \_\_\_\_\_ Points

**Bring the formula to the head office if you are ready.**

## Checklist 3:

General office

1. தமிழ் எழுத்து

2. Viimeisin osoite

3.  Mode ak kote la antre nan peyi a

4. Ghaliex titlob ghall-azilju?

5. Hefur þú áður lögð hæli umsókn?

Vinsamlegast gefið upplýsingar um landið, dagsetningar og ástæðum.

6. Imate li rodjake ili prijateljje u ovoj/ove zemlji. Ako imate,navedite imena i adresu

7.

ما هي اللغات التي تتكلمها  
وما هي مستوى ثقافتك

Fill this out and give it to the first officer whom you meet.

TOTAL NUMBER: \_\_\_\_\_Points

**Bring the formula to the head office if you are ready.**

# Checklist 4

**Police officer**

Citizenship:

Criminal background:

Persecution:

Did you serve in the army?

Did you commit a crime?

Gestures and language (nervous or relaxed?):

TOTAL NUMBER: \_\_\_\_\_ Points

**Bring the formula to the head office if you are ready.**

# Checklist 5

## Psychologist

Tell the family that they should vote for one representative to fill out that test:

And tell them that they are not allowed to help each other. They have 5 min. for the test.

How much is phi  $\Phi\phi$   $\Phi\Phi$  ? (20 points)

What does that sign make to a note  $\sharp$  in a musical piece? (10 points)

Create 4 triangles with 3 pens. (70 points)

TOTAL NUMBER: \_\_\_\_\_ Points

**Bring the formula to the head office if you are ready.**

## General Information for all refugees:

- If you passed all the tests then your case will be brought to the general assembly and they decide if you are let into the country.
- There could be some officers who are corrupted but if you find the wrong ones that will have really bad consequences on you.
- Get to know the other family members – the officers can ask you about them.

In order to get the entrance in the new country all these formulas have to be given to the general office:

- **Checklist 1: Doctor**
- **Checklist 2: Education Officer**
- **Checklist 3: General Office**
- **Checklist 4: Police Officer**
- **Checklist 5: Psychologist**

## General information for the Officers

Find your office and make the checks with the families.

Ask the refugees for the general formula – checklist 3 before you begin your checklist.

You are at the border control and have a specific topic where you check the refugees. Not all of them can enter your country. You are supervised by the General Office that can give you orders. Your task is to fill out the checklists according to information you get from the families. Give them points according to their answers – the last decision if they can enter the country is made by the general office.

After finishing one form you have to bring it to the general office.

Families can try to bribe you – but if they do so sent them to prison (15 min timeout next to the toilet).

## Background information for the police officer:

Information about families:

The family Sopranos is suspicious – you should ask more question about the father Soprano who has good connection to the army (special forces) of the country where he comes from.

Background information for the psychologist:

Prepare 3 pens for your test

Answers:

Phi is 3,1420

It makes the sound half note higher.

You have to put them to stand.

Background information for the general office:

You can decide who can get in and who cannot – you should agree on the criteria. It is in your hands – which criteria you make for the game – you can e.g. decide that the doctoral test is the most important; you can say that police record is the most important...

You can award 2 families the passing card and 2 families the rejection card – according to the performance of the family

Key for the formula:

{schen} – good in Chinese

1. Tulugul: Name and First Name
2. Finish: Adress
3. Haitian: Mode and place of entry into the country
4. Maltese: Why do you ask for Asylum?
5. Islandic: Have you previously submitted an asylum application? Please give details of the country, dates and reasons.
6. Serbian: Do you have any relatives in that country? If so give us the name and Adress.
7. Arabic: Which languages do you speak?

ACTION CARD (Soprano family gets 2 and the Obama Family get one):

You can use that card for bribing an officer – you can decide which one – if you give it the wrong one – you will be put to prison (15 min timeout) , but if you find a right one – it can help you.

ACTION CARD (Jetstons):

Use your family connections. The wife of one of the general officer is aunt of father in law.

ACTION CARD (Board member):

Board members go on strike and let the refugees wait for 15 min.

## De-briefing stage:

### 1. Feeling part

*Divide the groups in their role-part (guards, families, general board). Give them questions regarding their feelings.*

*Mix the groups with guard, families and general board tell them to talk about the decision making process.*

How were you feeling during the

game? Which decisions were

made?

What was especially difficult while playing your

role? How powerful did you feel in that role?

Step out of the role.

### 2. Learning part

How did the system work?

What have you learned from this game?

Do you think you know already how refugees/ border officers/ officials feel about being on their places? How much do you think this situation is connected with the reality?

According to the role you played, what do you think can be changed for these people in reality?

Use tools for seeing the structures that were working

in the Whom did you feel connected to?

## ANNEX 7: Forum Theatre

FORUM-THEATRE is a technique from “Theatre of the Oppressed” developed by Augusto Boal. To observe, understand and try out alternate ways of behaving which could save a situation and avoid or resolve conflict.

It presents a scene or a play that must necessarily show a situation of oppression that the Protagonist does not know how to fight against, and fails. The *spect-actors* are invited to replace this Protagonist, and act out - on stage and not from the audience - all possible solutions, ideas, strategies. The other actors improvise the reactions of their characters facing each new intervention, so as to allow a sincere analysis of the real possibilities of using those suggestions in real life. All *spect-actors* have the same right to intervene and play their ideas. FORUM-THEATRE is a collective rehearsal for reality. (Augusto Boal, *Rio de Janeiro 2004*)

**In Forum Theatre the public is not passive as in traditional theatre. That is why the people in the audience are sometimes called “spect-actors” ...).**

More information and book reviews can be found on the following website:

[www.theatreoftheoppressed.org](http://www.theatreoftheoppressed.org)

### **Aims of the technique:**

To raise awareness how conflicts can arise

To share different ways of dealing with conflicts, to see that there is not necessarily one solution

To learn how to deal with difficult situations

To strengthen and encourage participants to take responsibility for their way of acting

### **Trainers ask participants to:**

1. Think of one, simple, strong and concrete problematic situation that they would like to address.
2. You can address any racist or other issue that you as a team and the joker agree on where there is a conflict between the positive and negative effects the site/issue has for the local community or potential conflicts related to human rights BUT focus on just one issue in one play.
3. Develop a scenario in which one of the actors is the “victim” (protagonist), meaning s/he suffers from the situation you thought of. You introduce another character (antagonist) who symbolizes the situation or institution which causes his/her suffering. Rehearse the play with your actors.
4. The group prepare a short play of a couple minutes in which there is a clear conflicting process coming to an escalation.
5. No solution to the problem should be developed or enacted.

### **Role of the joker:**

You need a “joker” to actually perform the play, i.e. an animator or story-teller to introduce the story and warm up the audience through games, songs or energizers to get them ready to participate and create a good mood before the play.

## Performance

### Stage 1

The Joker explains to the audience what is going to happen and what the different stages of the play will be.

**“First we play, then you play, then we discuss.”**

The performance starts. The scene shows quickly what the problem is and necessarily ends baldly without a solution.

**A protagonist and an antagonist in a situation, which ends badly.**

At this point you interrupt the show and the Joker addresses the audience.

The Joker first asks the audience to describe what happened to be sure that the intended message was received and then asks them to make suggestions for change.

**What have they seen? Who is suffering most? Who is causing the suffering? Who should have done what, when? Where could X or Y have done something differently?**

In Forum Theatre the public is not passive as in traditional theatre. That is why the people in the audience are sometimes called “spect-actors”...).

### Stage 2

The Joker encourages the audience to say “stop” as the scene is played out again and to replace one of the characters themselves to suggest another behaviour. This can be at the very first stage/behaviour observed by the member of audience who believes that this is where conflict transformation could occur.

In this case the actor hands over a piece of his clothing (e.g. a scarf, or belt..) to the spect-actor and the plot is replayed according to the same plot, integrating the changes brought by the spect-actor.

The audience is consulted again to discuss what changed and to make more suggestions. **The audience can also bring another character into the scene – perhaps a friend or parent.** However there are no magical solutions. Forum Theatre allows people to **test behaviour which they would necessarily use in real life. Instead of coming out with what they would do personally, they can suggest strategies for the character** in the play and at the same time experience ways of transforming conflicts for themselves.

You stop the play when you sense that enough different scenarios have been tested and then have a debriefing session.

#### Debriefing questions:

- What happened?
- Which kind of behaviour seemed most successful to you? Why?
- Have you experienced situations like this in real life?
- Do you know people like X or Y?
- Which strategies do you think were most effective?
- What have been the learning points in this session?
- What is one word that sums up what you have experienced today?
- What would you do in this situation?

Ask what could be done in that situation, rather than what would probably happen. Remember, a particular action may be difficult for a character to take, but still possible.

Ideally, this discussion will help the spect-actors connect the dramatic situation to their personal life. Spect-actors tend to want to analyze the situation, advise and criticise the characters, as if the problem is not relevant to them. In the closing discussion, the public may need to be reminded to practice what they preach or be provoked to see how the scenario relates to their personal lives.

The Joker can say something like, "What we're playing with now in theatre has very serious implications for life..."

## **ANNEX 8: Europe Coffee House**

### **Sharing best practice to challenge populist discourse on refugees and migrants and to promote inclusion and strengthen diversity in Europe**

#### **Europe Coffee house**

The methodology is a simple, effective and flexible for ensuring active participation and group dialogue. It can be modified to meet a wide variety of needs. Specifics of context, numbers, purpose, location and other circumstances are factored into each event's unique design and question choice, but the following 5 components form the basic model:

1) Setting: Create a "special" environment, most often modelled after a café, i.e. small round tables covered with a checked tablecloth, butcher block paper, coloured pens, a vase of flowers, and optional "talking stick" item. There should be four chairs at each table.

2) Welcome and Introduction: The host begins with a warm welcome and an introduction to the World Café process, setting the context, sharing the Cafe Etiquette, and putting participants at ease. The host is also the reporter of the discussions at his/her table

3) Small Group Rounds: The process begins with the first of three or more twenty minute rounds of conversation for the small group seated around a table. At the end of the twenty minutes, each member of the group moves to a different new table. They may or may not choose to leave one person as the "table host" for the next round, who welcomes the next group and briefly fills them in on what happened in the previous round.

4) Questions: each round is prefaced with a question designed for the specific context and desired purpose of the session. The same questions can be used for more than one round, or they can be built upon each other to focus the conversation or guide its direction.

5) Harvest: After the small groups (and/or in between rounds, as desired) individuals are invited to share insights or other results from their conversations with the rest of the large group. These results are reflected visually in a variety of ways, most often using graphic recorders in the front of the room. (source: <http://www.theworldcafe.com/method.html>).

Menu for the "Coffee house":

1. What are different ways and means to challenge discourse on refugees and migrants?
2. Anti-racism, inclusion and diversity training methods that I would recommend.
3. How to combat hate speech online and face-to-face?
4. How can we support refugees and NGOs in the field? What work have we done so far?
5. What challenges are we faced with?

## ANNEX 9: List of participants training Graz, Austria

<b>List of participants and trainers</b>			
<b>Project title: Erasmus+ Key Action 1: Youth Work Can Unite: Merging Parallel Realities in Europe</b>			
<b>Venue: Graz, Austria</b>			
<b>No.</b>	<b>Organisation</b>	<b>Family name, first name</b>	<b>Country of residence</b>
1.	ICYE International Office	Jaliwala, Rubaica	Germany
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3.	ICYE International Office	Nørholm, Anne Lea	Germany
4.	Dansk ICYE	Buhendwa, Aline	Denmark
5.	Dansk ICYE	Løkke, Asta	Denmark
6.	Maaillmanvaihto	Rahko, Kaisa Emilia	Finland
7.	Maaillmanvaihto	Lipsanen, Mikko	Finland
8.	ICYE Iceland/ AUS	Ilina, Elena	Iceland
9.	ICYE Iceland/ AUS	Gunnarsson, Bjarki Fjarki Rúnar	Iceland
10.	AFSAI	Diallo, Shata	Italy
11.	AFSAI	Costa, Elettra	Italy
12.	ICYE- UK	Wakeel, Jasmine	UK
13.	ICYE- UK	Alabi, Caroline	UK
14.	ICYE Slovakia/ KERIC	Pobudová, Michaela	Slovakia
15.	FIYE Poland	Belina, Aleksandra	Poland
16.	FIYE Poland	Weksej, Anna Marta	Poland
17.	ICYE Russia	Gladun, Elena	Russia
18.	ICYE Russia	Gushchina, Irina	Russia
19.	ICYE Switzerland	Kuijk Breitenmoser, Hester Christine	Switzerland
20.	Jeunesse et Reconstruction	Jean, Joséphine	France
21.	Grenzenlos	Jiménez, Marta	Austria
22.	Grenzenlos	Fuchs, Serafin	Austria
23.	Grenzenlos	Seiringer, Lisa	Austria
24.	Grenzenlos	Stierschneider, Verena	Austria
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This publication has been produced by the ICYE International Office within the framework of the project “Youth Work Can Unite:” co-funded by the Erasmus+ Programme of the European Union, Key Action 1: Merging Parallel Realities in Europe.

The European Commission’s support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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