

# SO FIE

Support for empowerment and integration of refugee families

## Guide for best practice for buddying/mentoring by volunteers

[support-refugees.eu](http://support-refugees.eu)



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# SOFIE

Support for empowerment and integration of refugee families

## IO5 Best Practice Guide for Buddying

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## Part A – Introduction and methodology

SOFIE<sup>1</sup>, a European project funded by Erasmus+, aims to contribute to the social inclusion of refugees through the provision of educational trainings targeting women and children on the one hand, and on the other hand by training trainers and volunteers in order to better prepare them for the needs of the refugee families. The SOFIE project hence responds to a great European need. The project's main objective is the creation of a holistic tool set addressing refugee families on the one hand and trainers as well as volunteers working with this target group on the other. The usage of these tools – all developed within the framework of the SOFIE project - supports the process of social integration.

### How to use this guide

The “Best Practice Guide for Buddying” gives an overview of what sustainable and effective management in volunteerism involves. Organizations working with volunteers are introduced to different aspects of volunteer management – they are provided with various ideas and suggestions on how to train volunteers best. Organizations that have not yet implemented a so-called buddy (mentoring) system are being introduced to this innovative approach that is quite popular among some institutions in Europe.

The guide can be read in sequence or the reader may select one single chapter if he/she has got specific questions. The following **sections** can be found in this document:

**PART A** includes the following themes:

- Information on the development of the guide
- Background information on results of IO1
- Explanation of the buddy system designed for refugees

**PART B** covers **6 topic related components and exercises**

- How to introduce volunteers best to work with refugees
- How to prepare them for intercultural communication and cooperation
- How to train them in conflict resolution strategies
- Strategies for personal empowerment and self-protection
- Important legal aspects should volunteers be aware of
- Information on important local services for further support

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<sup>1</sup> support-refugees.eu

**PART C** highlights 2 **best practices** from each partner country. Organizations can adapt and transfer them or they might get ideas for their daily work with volunteers and/or refugees.

It is recommended that the reader also has a look on the transnational report “Best practice Guidelines” (IO1) – if more details are necessary, a look into the specific national report from each partner country might be worth.

### Information on the development of the guide

The present “**Best Practice Guide for Buddying**” has been designed for organizations that want to train their volunteers who work with refugees. With a buddy/mentor system at hand that also focuses on the needs of volunteers, organizations can benefit from a helpful tool to address challenges that come along.

Verein Multikulturell, the lead partner of this output, developed the guidelines which were discussed with the consortium. They consisted of the structure of the guide, an overview of its components as well as distribution, description and details on delivery of the tasks and a template for the exercises to be included.

Each partner

- contributed to all 6 components so that each national context is considered (cf. table 1), which is underlined when addressing legal aspects and local services
- handed in 1 exercise to a designated component to underline the practice-oriented approach
- added 2 best practices relevant to the guidelines and the national context.

<b>1. How to introduce volunteers best to work with refugees</b>					
	VM	FU	MOZAIK	CESIE	CARDET
Reference to experiences and results of IO 1					
Suggested exercise					
<b>2. How to prepare them for intercultural communication and cooperation</b>					
	VM	FU	MOZAIK	CESIE	CARDET
Reference to experiences and results of IO 1					
Suggested exercise					
<b>3. How to train them in conflict resolution strategies</b>					
	VM	FU	MOZAIK	CESIE	CARDET
Reference to experiences and results of IO 1					
Suggested exercise					

4. Strategies for personal empowerment and self-protection					
	VM	FU	MOZAIK	CESIE	CARDET
Reference to experiences and results of IO 1					
Suggested exercise					
5. Important legal aspects should volunteers be aware of					
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Reference to experiences and results of IO 1					
Suggested exercise					
6. Information on important local services for further support					
	VM	FU	MOZAIK	CESIE	CARDET
Reference to experiences and results of IO 1					
Suggested exercise					

Table 1: Division of components - each partner contributed to each section and added two best practice examples. Each partner added an activity to the designated component.

## Background information on results of IO1

In order to be able to develop and deliver training materials and tools targeted to the needs of refugees and volunteers, the first phase of the SOFIE project consisted of a research and needs analysis. Research at the national level was conducted in five countries – Austria, Cyprus, Italy, Sweden and Turkey and identified the needs and challenges that refugee families face at the national level, especially in terms of integration and training support, best practices on the integration of refugee families as well as the training needs of volunteers. The research in each one of the five countries included literature review, focus group discussions with refugees and asylum seekers, interviews with key stakeholders and questionnaires with volunteers working with refugees. At the end, the results from all the national level reports were compiled in a transnational report that aimed to identify commonalities and differences and propose a series of recommendations.

As the conclusions and the volunteers' experiences of the **SOFIE IO1 Guidelines** show, they often face challenges and lack knowledge in various fields which leads to misunderstandings between them and refugees. The research done via questionnaires shows that there are similarities as well as differences in the experience of volunteers in the five project countries. In regards to **challenges** volunteers' face, the following five categories were identified in more than two countries (details can be found in component 1, page 11):

- ✓ **Dealing with the government**
- ✓ **Psychological challenges**
- ✓ **Volunteers' coordination**
- ✓ **Language barriers, misunderstandings**
- ✓ **Dealing with prejudice, disrespect, racism, discrimination.**

These challenges are also reflected in the **suggested subjects for volunteers' trainings**. Training for volunteers can be general or specialized depending on the type of volunteerism that someone is doing. For example, there are different training needs for the person who offers legal advice or support for meeting their livelihood needs and the person who mainly organizes educational or recreational activities. The following training topics for volunteers emerged:

- **Legal and social training. Understanding the Asylum System and Refugee Challenges:**
  - Understanding basic concepts, for example who is a refugee, and the differences between an asylum seeker, refugee, person with subsidiary protection and other migrants
  - Rights and responsibilities of refugees, children rights.
  - Understanding the asylum procedure, how long an application takes to be examined, what are the different steps etc.
  - Learning the rights and responsibilities of refugees and asylum seekers (especially in relation to housing, health, education, employment, welfare), the various procedures to access them and the public authorities involved in order to be able to navigate the governmental system.
  - Advocacy skills would also enhance volunteers' ability to advocate for the rights of refugees both in their interaction with the authorities as well as with the rest of the society.
  - Having an overview of the social and integration problems asylum seekers and refugees face and at different stages.
  - More information for refugees on the various actors working for or with refugees and asylum seekers

- **Culture and Integration:**

- Cultural understanding and cultural differences; for example, on the interaction between women and men
- Learning more about the refugees' countries of origin.
- Intercultural training and communication, understanding each other's culture,
- Migrant inclusion tools,
- How to train migrants / refugees on integration issues;
- Refugee formal and non-formal education,
- Teaching a second language, especially to illiterate people.
- How we can see things from different perspectives. Thoughts and expectations of newly arrived about the country
- How to a build continuous social network
- How to help them remain active while waiting for their asylum application
- Parenting in the host country and rights of the child

- **Health and wellbeing of refugees:**

- Refugee counseling;
- Dealing with traumatized people;
- Things good to know when dealing with people with PTSD
- Strategies to be most helpful when accompanying a refugee to the doctor;
- Health prevention;
- Providing health screening / first aid.
- Issues of confidentiality

- **Psychological training and wellbeing of volunteers:**

- Stress management in such situations, dealing with burn out and separating oneself from the refugees,
- Support in order to be able to cope with helping vulnerable refugees
- Dealing with crisis and addressing challenges they may encounter as volunteers
- Psychological first aid

- Group support for volunteers.
- Learning how to manage emotions
- Better understanding their values and reasons for volunteering; Values and norm/criticism. Reflecting on why they want to be volunteers; Listening-Speaking-Context;
- The boundary between professional and volunteer
- Empowering refugees without creating dependency relationships.

Verein Multikulturell consolidated above mentioned information for the present guide. It reflects a combination of different approaches applied in the partner countries and should help to address challenges and needs related to volunteer work with refugees.

### Buddy system designed for refugees

Often, refugees have experienced violence, danger, uncertainty and hardship. When they arrive in the country of refuge, assistance and care are required so that they can start a new life. Refugees can only succeed and thrive if various services (government, NGOs, volunteers, ...) are in place that have the resources to help and to offer assistance.

The **buddy system for refugees**, also known in some countries as mentoring system, is an innovative method to connect people from different cultures and promote and facilitate social integration. **Buddies are people who are volunteers paired with refugees, subsidiary beneficiaries or asylum seekers to help them cope with everyday life in the new country<sup>2</sup>.** Usually, one buddy is paired with one refugee. According to interviews conducted in Sweden within the framework of the SOFIE project, stakeholders expressed that volunteerism definitely contributes to the integration of newly arrived people. However, you need to find a common ground. If possible, pair a volunteer with a refugee who have about the same age and share interests. *“A challenge is when the integration turns into a project instead of a mutual interaction”*, one interviewee expressed. *“Then it is more a give-and-take relationship that is not focused on ‘receiving help’”*, she continued. The idea of the buddy system is that both parts should enjoy and gain something of this exchange.

The undertaken activities vary: The buddy might offer language classes, help with visits to authorities and doctors, spend leisure time together. The central aspect of this simple, but effective method is always the facilitation of social integration. However, both sides benefit from these encounters: Thanks to the contact with volunteers, refugees can better

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<sup>2</sup> For better readability, the authors will not distinguish these three groups, but will use the term „refugee(s)“ instead.

develop their social network. Their buddies provide an emotional anchor, support orientation in the new culture and are the contact point for questions and problems. In addition, German language skills are promoted in a playful and practical way. The buddy system allows refugees to build a trusting relationship that provides stability and support.

Participating in the buddy-project is also enormously enriching for the volunteer buddies. Being part of the buddy system means learning and growing together. The relationship with a refugee gives a buddy diverse, new impressions and personal experiences. Generally speaking, the buddies experience a broadening of horizons through contact with people from a different political, social and cultural environment, they have the opportunity to perceive their own environment from a different perspective and even to take action against politically induced grievances. Collaboration thus makes it possible to acquire new knowledge and skills in dealing with the issues of escape, migration and interculturality.

However, the result of the undertaken research within the framework of SOFIE is that volunteering as a buddy does not require special training. Even though no official trainings are necessary, expectations, especially from the refugees' point of view, are given: An ideal buddy is a good communicator as he/she should strengthen open communication and should provide relevant information and encourage continued learning. Moreover, he/she acts as a motivator and leader helping to build self-confidence among refugees. In his/her role as a guide, he/she gives guidance in many situations and transfer his/her knowledge. Adaptability, flexibility and compassion are crucial skills when volunteering as a buddy. Furthermore, refugees expect their buddies to demonstrate knowledge about the social and legal system (especially about the asylum system, rights and responsibilities of refugees/asylum seekers, public authorities) and to show cultural understanding and understand cultural differences respectively.

It is rare that these expectations are fully met. The setting often brings along barriers and difficulties as highlighted above. Misunderstandings, deceptions and miscommunication can be reduced by offering tailored trainings to volunteers. With the help of the present guide "Best Practices for Buddying", organizations can not only prepare their volunteers better for the work with refugees, but also implement a buddy system from which they will benefit. The suggested approach reinforces support, exchange of knowledge as well as cultural dialogue and hence facilitates social integration.

## PART B - Components of the guidelines and exercises

The following chapters provide interested organizations with various ideas and suggestions on how to train volunteers best. The content is on the one hand based on the national findings of IO1, on the other hand on each partner's his professional expertise in the field. National specifics are highlighted in the last chapter as the most important local services for further support are listed<sup>3</sup> for each partner country.

The sections below can be read in sequence or may be individually if specific questions should be answered.

### 1. How to introduce volunteers best to work with refugees

A profound introduction for volunteers to activities related to their work with refugees is crucial for a sustainable training. On the one hand, a volunteer often does not know in advance what responsibility he/she will take on when working with refugees. From the very beginning, he/she should be confronted with questions such as: Which challenges might I face? Which responsibilities do I have to take over? Which expectations should I anticipate?

On the other hand, it is important that volunteers have at least a rough overview of the situation of the local refugees. Why did they come to us? What problems do they have? Which kind of difficulties do they face in the country of refuge?

Preparing volunteers for eventualities by providing them with relevant basic information will contribute to successful volunteer work for all involved parties.

#### a) Explain the concept of a volunteer and the challenges that might be faced

For future volunteers, it is essential to understand that they make available their time, their energy as well as their skills for people in need. Volunteering within the framework of the buddy system is a service provided by people who freely offer to work without being paid. Their motives are usually diverse, but the common goal is to help others. The motive might be a good one, but challenges do arise – organizations as well as volunteers should be aware of them:

Volunteers find themselves confronted with context-related challenges, as

- **most volunteers have never had any personal experience related to migration.** Moreover, not all have prior volunteer experience with refugees. This can be both an overburden as well as an obstacle for the relationship.

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<sup>3</sup> The provided list is not exhaustive.

- **communication is often lacking.** Often, refugees do not speak the host country language, and volunteers rarely speak the languages used by refugees, which can lead to (linguistic) misunderstandings.
- **refugees are faced with complex problems that not all volunteers can solve.** Volunteers can only offer limited support in terms of existential issues, such as residence status, asylum procedures, separation from family members, housing, work, family reunification. They should not act on their own authority.
- **there are often cross-cultural barriers.** Refugees often have different political, normative, religious and cultural backgrounds that can lead to minor and major irritations and upheavals.
- **volunteering can lead to greater emotional stress:** Being confronted with the refugee's life and biography, bureaucracy of authorities, or a pending deportation, means that volunteers often face emotional challenges that are almost impossible to be solved.
- **volunteers might be exposed to hostility:** Such a situation is possible, even though not very common. However, preparation and strategies to deal with such a situation are needed.

Future volunteers should reflect beforehand **how much time** they want to invest in the work, in **which fields of activity** they want to work, **which skills** they possess, and **what kind of benefit they expect** from the volunteer work.

**Expenditure of time:** Volunteers should be aware that the amount of time spent on volunteering depends on his/her own time resources, his/her interests and the potential field of activity. Since many inexperienced volunteers underestimate the time scale, it is advisable to clarify the reasonable and feasible working time beforehand with the volunteer coordinator (or any other person in charge). Through discussions, the appropriate field of application can be selected.

**Fields of activity and prior knowledge:** Tasks in the sector of refugee work are numerous, and different skills are required in various fields of activity. Ideally, the volunteer coordinator (or any other person in charge) supports his mentees in identifying the appropriate field of activity and informing them about duties, rights and responsibilities. Asking the volunteer about his fields of interests and preferences usually provides a first orientation. Trial weeks often prove to be helpful in getting to know the tasks better and to determine whether interests and expectations match. Volunteers should be informed about any (vocational) training opportunities (within or outside the organization).

### **Necessary skills:**

- Being pro-active
- Patience (especially with authorities)
- Processing legal know-how
- High responsibility
- Being able to reflect upon his/her role
- Resilience
- Confidentiality
- Setting personal boundaries - setting limits even for the other person

Attitudes that volunteers working with refugees need to further develop or grow, i.e.

- Tolerance
- Hospitality
- Respect
- Adaptability
- Flexibility

**Expectations and responsibilities:** Ideally, both sides benefit from the buddy system: the refugees who receive support, but also the volunteers who provide this support. All parties involved should think about their expectations that are linked to the future commitment. When implementing the buddy system, clarify from the very beginning which expectations are held by a) the organization, b) the volunteer, c) the refugee. Moreover, make sure if the volunteer is willing to take over responsibility. Some fields of work are associated with a lot of responsibilities, or they require to make decisions - in other areas, there might be clear guidelines for a better orientation. If such a document is available at the organization, it is highly recommended to hand it over and discuss it with the volunteers (cf. ÖIF, n.d.).

**Benefits:** Volunteering is a meaningful activity, as one helps people to receive help they need. Make volunteers realize which new skills and abilities they would learn, to which degree they can enrich their personal development as well as their social network. They should see volunteering is an enrichment for life.

**Challenges** encountered by volunteers when working in the field as identified in IO1:

- ✓ **Dealing with the government:** acceptance by the authorities, ignorance, rudeness and racism, and disconnect between charities and the authorities, no support from the relevant institutions.

- ✓ **Psychological challenges** of the volunteer, arising from becoming overwhelmed on how to assist refugees, managing to separate oneself from the refugee, working with people with traumatic experiences.
- ✓ Challenges with volunteers' **coordination**, including reliability of buddy, lack of structured support and correct coordination of the volunteers, lack of integrated services among different social centers and duplication of work. Additional challenge with organizations that receive funded projects and they are interested in "tick the box" rather than optimum impact.
- ✓ **Language barriers** and **misunderstandings**, especially in communicating with the refugees.
- ✓ Dealing with **prejudice, disrespect, racism** and **discrimination**.

**Additional challenges** that did not appear in all partner countries include:

- ✓ Understanding people's culture
- ✓ Lack of the necessary tools to achieve the pre-established integration objectives.
- ✓ Lack of teaching skills, as well as differences of the educational and language level of refugees

b) [Give background information on refugees' journey to Europe](#)

In addition to these aspects, people being prepared to volunteer with migrants, refugees and asylum seekers, should be informed about their journey to Europe.

Many volunteers are not aware about the fact that about 70 million people worldwide (cf. UNHCR, 2018) are considered forcibly displaced; among those 25,4 million are refugees. They were persecuted in their country of origin because of their race, religion, nationality or because political conviction or terror and war threatened their lives. But there are also people who come to us because of great material hardship and hopelessness.

Those few who reach Europe are often traumatized, as they often experience extreme difficulties, torture and violence on their way. It is important to underline that asylum seekers can experience *trauma* before, during, and after their *journey to Europe*.

In a survey conducted by Medici per i diritti umani (Medu) in 2016 it was confirmed that more than 90 percent of migrants were victims of violence, torture and inhuman and degrading treatments in the country of origin as well as along the migratory route, in particular in places of detention and seizure such as Libya (cf. Internazionale, 2018).

The deprivation of food and water, the poor sanitary conditions, the frequent beatings and other types of traumas are the most common and generalized forms of mistreatment. Other forms of torture, including both physical and psychological torture, are also used

upon migrants. According to a research done by Doctors without Borders ("Migranti | European Affairs Magazine", 2019), nine out of ten migrants claimed to have seen someone die, be killed, tortured or beaten.

Having information on the refugees' backgrounds and conditions is essential when working with them.

Each organization working with volunteers in this field should introduce them to basic concepts about the phenomenon of migration so that they are given the chance to deepen their knowledge and to understand better the context, interlinkages and dynamics as well as the emotional situation of the newly arrived.

For most refugees the host country and its local culture are unfamiliar to them. They arrive with the hope to build a better life, but often they come with hardly any money, as they gave up their entire property in the country of origin and paid a fortune to get to Europe. Once they arrived, they face social decline and loss of identity. This is a shock, especially because many refugees have got a completely wrong idea about the living and working conditions in Europe. These people often have a hard time dealing with their **disappointment**.

Due to their different origins, refugees also have different religions and worldviews. Communication is sometimes an issue when they arrive in Europe, as they do not always speak and understand the language of the host country. However, many immigrants do speak a variety of languages – a knowledge that hardly attracts interest.

**Recommendations for Conduct:** In order to approach refugees in a respectful and responsible way, show appreciation, be unobtrusive and respectful, share your own stories. One could greet in the refugee's mother tongue for instance. Maintain cultural and gender sensitivity and respectful distance. Depending on the situation and on cultural factors, a compassionate touch or hug may also be appropriate. Moreover, many language barriers are overcome when one behaves friendly, open and natural. Language can also be replaced by using a notebook and a pen – pictures often say more than words; mobile apps and gestures or hand signals can also be helpful. However, pay attention to cultural differences. When communicating, refugees should always be treated with respect, irony and jokes should be avoided. No promises should be made, false hopes should not be fostered. Honesty is the key word. Volunteers should be emotionally stable (anger, tears or verbal insults are absolute no-go's) and meet refugees without prejudice and without expectation (diversity trainings help to enhance their intercultural competencies) as thinking patterns are an obstacle for the relationship (cf. Freiwilligenzentrum Offenbach, 2018).

c) Give an overview of social and integration problems

Volunteers should be able to relate to the general social and integration problems that refugees (might) face in the welcoming country. If they do so, a better mutual understanding between volunteer and refugee is more likely. The relevant topics mentioned below are based on the research done within the framework of the project SOFIE – they should be discussed with future volunteers.

**Education:**

- Information about the **school system** in the welcoming country
- **Communication with the school:** Being able to discuss the child's progress and any challenges they face at school; information about public holidays and other school activities such as school trips, religious and cultural events.
- Information about **day-care/pre-school**, together with what are the **mutual expectations** between families and day-carers, asking the pre-school how they expect the parents to prepare their children (how they should be dressed, why candies and Coca Cola should not be brought to school).

**Health:**

- **Access to healthcare:** Information about the healthcare system, such as when is it suitable to contact the health center and when to go to the hospital.
- **Visiting the Hospital:** Vocabulary and phrases that will help them in their interaction with the doctors. This can include conversations and vocabulary on how and where to make appointments with doctors (focus on pediatricians), explaining their condition, understanding the doctor's questions and advices.
- **Lack of knowledge** in terms of general health issues and family health, childcare, immunization.

**Everyday life:**

- **Communication** in everyday life, at the **supermarket**, vocabulary about food, talk with their neighbors, how to get a **taxi**, how to use **the public transport system**, (tickets, manners on the bus «not to speak too loud», riding the bus with a child etc.)
- **Communication** with the **public services**
- **Information** about the **law**, their **rights** and **responsibilities**.

- Labor rights, minimum wage standards applied to them, social insurance and other social benefits associated to work and how one can access them.
- Women’s rights and the issue of violence against women.
- **Lack of knowledge** in terms of the new **local culture**, the **traditions** of the host country and its people. Social orientation and information about the new culture, traditions and way of life, as well as everyday rules of the host society. Knowledge about local values and norms, do’s and don’ts.
- **Perception of “family” in the host country:** including family roles, equality and rights, what to do if a problem occurs, **parenting** in the host country (i.e. that corporal punishment is not acceptable).

### **Job market & Housing:**

- **Lack of knowledge** in terms of how to use **online platforms** to look for work or to look for housing
- Vocabulary: Basic conversation in order to get a job, learning some technical terms and vocabulary related to the fields in which they can work. Basic communication to be able to talk to **landlords**.

For an individualized support, organizations should encourage volunteers to create mutual trust by training them in the usage of different tools (they vary from one organization to the other). Once refugees open up to their buddies, not only support can be tailored to the individuum, but volunteers can set boundaries and plan to seek help from other where needed.

#### d) [Inform about terminology](#)

The work with refugees is complex and sensitive issues are very likely to raise in this context. Often, misunderstandings arise due to a misuse of the terminology among volunteers. Basic information and concepts of the used terminology in the national context should be transferred. Moreover, for overall explanation, it is highly recommended to stick with globally recognized definitions (such as UN, IOM, etc.):

### **Examples:**

**Migrant:** The UN underlies that “[t]his definition does not refer to refugees, displaced or others forced or compelled to leave their homes. Migrants are people who make choices about when to leave and where to go, even though these choices are sometimes extremely

*constrained. Indeed, some scholars make a distinction between voluntary and involuntary migration.” (UNESCO, n.d.)*

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

According to the UN Convention on the Rights of Migrants a **migrant worker** is a "person who is to be engaged, is engaged or has been engaged in a remunerated activity in a State of which he or she is not a national." (UNESCO, n.d.)

The responsibility that these people have is very high, as they have to start from scratch in a new country, and at the same time they have to economically support their families still living in the countries of origin.

“**Asylum seekers** are people who move across borders in search of protection, but who may not fulfil the strict criteria laid down by the 1951 Convention. Asylum seeker describes someone who has applied for protection as a refugee and is awaiting the determination of his or her status. Refugee is the term used to describe a person who has already been granted protection. Asylum seekers can become refugees if the local immigration or refugee authority deems them as fitting the international definition of refugee” (UNESCO a, n.d.).

“A **refugee** is someone who has been forced to flee his or her country because of persecution, war, or violence. A refugee has a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership in a particular social group. Most likely, they cannot return home or are afraid to do so. War and ethnic, tribal and religious violence are leading causes of refugees fleeing their countries” (UNrefugees, n.d.).

**Unaccompanied Minors:** The definition according to UNHCR is the following: “An unaccompanied child is a person who is under the age of eighteen, unless, under the law applicable to the child, majority is, attained earlier and who is “separated from both parents and is not being cared for by an adult who by law or custom has responsibility to do so“ (UNHCR a, n.d.).

Sometimes, these children have been abandoned in the countries of origin, sometimes families have sent them away to seek for a better life abroad. Unaccompanied minors are one of the most vulnerable groups in society.

**INTERNATIONAL PROTECTION** means the recognition by an EU State of a non-EU national or a stateless person as a refugee or as a person eligible for subsidiary protection (cf. Defined Term - A dictionary of defined terms for the legal profession, n.d.).

**SUBSIDIARY PROTECTION** is the protection that is granted to a citizen with regard to which there are founded motives to consider that if he or she returns to the Country of origin, or in the Country in which he or she habitually resided, would effectively risk serious injury, and cannot or does not want, due to this risk, to benefit from the protection of said country.

**HUMANITARIAN PROTECTION** police headquarters may issue a permit of stay for humanitarian reasons whenever the Territorial Commission, while not recognizing the extremes for international protection, indicate “serious reasons of humanitarian nature” regarding the person requesting asylum.

e) Exercise for section 1b

<b>Title of exercise</b>	<b>Quiz on displacement and migration</b>
<b>Group size/people involved</b>	10-14
<b>Time frame</b>	1 hour
<b>Setting</b>	Chairs and tables
<b>Purpose</b>	<p>Through questions and answers the participants learn about basic facts and figures related to the current migration politics/situation in the context of displacement and migration. During the quiz definitions of groups of people are discussed and relevant information is given (e.g. on the number of refugees worldwide, the main host countries, etc.).</p> <ul style="list-style-type: none"> <li>• Getting to know the denomination of groups of people related to displacement and migration</li> <li>• Get an overview of the global situation regarding displacement and migration</li> <li>• Acquire basic knowledge to locate Europe in the international context of flight and migration.</li> </ul>
<b>Description</b>	<p>Prepare</p> <ul style="list-style-type: none"> <li>• 12 cards with questions or terms related to the topic</li> <li>• 12 cards with answers and/or definitions</li> </ul> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Which three countries received the highest number of refugees in 2015?</li> <li>• What is the difference between migrants and refugees?</li> <li>• Explain the term "internally displaced person".</li> <li>• From which country of origin is the largest proportion of people who immigrated to COUNTRY in 2014?</li> </ul> <p>Two teams are formed and a quiz-master is appointed. He/she has got the cards (question/answer). The quiz-master asks questions to both teams alternately.</p>

	Each team has got three attempts. Questions that are not being answered correctly will be clarified by the quiz-master at the very end of the quiz.
<b>Comments</b>	Depending on the size of the group and the age, the difficulty of this exercise can be adapted according to different knowledge levels/age groups (cf. Mission eine Welt, 2016).

## 2. How to prepare volunteers for intercultural communication and cooperation

A respectful cooperation between a refugee and his buddy forms the basis for sustainable outcomes. Volunteers should acquire or maintain an open-minded attitude towards people of different backgrounds. A skill that is indispensable is intercultural competence. It is the ability to deal constructively with people who have a different cultural background and to cooperate successfully and responsibly with them. It is important that volunteers are aware that the identity of a person is determined not only by the origin of a country, but also by many other characteristics (e.g. gender, education, occupation, age, place of origin and residence, nationality/ies of the parents, political orientation, sexual orientation, etc.).

Having the skills of intercultural competence means to be sensitive to other perceptions and value systems, to have an awareness of one's own cultural context - and to reflect this critically. When working with refugees, it is important to be culturally sensitive. This is important in order to perceive the expectations to be able to act properly as well as to carry out joint projects effectively.

Mutual respect and the willingness to challenge one's own values are the prerequisites for the emergence of stable partnerships and for the joint development of new ideas and solutions. Anyone who behaves culturally sensitive minimizes potential difficulties (cf. GIZ, n.d.).

The basis of intercultural communication and co-operation is mainly based on

- observation,
- listening,
- sensitiveness and tactfulness.

Being observative, calm and a good listener are good skills to get in touch with other people without being intrusive. Being impulsive with communicating with people from other cultures might have a deleterious effect on the relationship.

It is recommended that volunteers attend **intercultural trainings** to deepen and develop their knowledge. The following pages give some recommendations what can be included in these trainings.

### a) The Iceberg Model of Culture

The iceberg model was developed by Edward T. Hall in the 1970s, an anthropologist who showed with this metaphor the complexity of human cultures (Study.com, n.d.).

The model is used in cultural studies to illustrate that some areas of culture can actually be observed (about 10%, like the tip of an actual iceberg), so they are easily visible and audible (eg language, customs, clothing, food), while the rest remains hidden under the water surface (eg norms, values, beliefs, philosophy). The areas below the water surface are not directly visible to people unfamiliar with the culture. However, they strongly influence the visible areas of the culture. An outsider of a foreign culture can hence only see the basic characteristics of the culture.

According to the Iceberg Model every culture around the world can be broken down into three main categories.

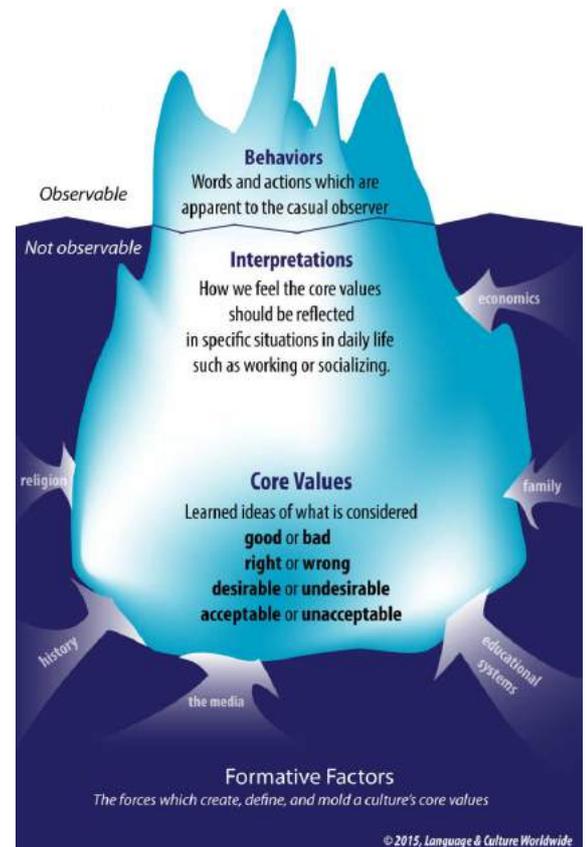


Figure 1: Visualisation of the Iceberg Model (Language & Culture Worldwide, 2015).

#### I. SURFACE CULTURE

The first of the three levels is the so-called “Surface-Culture” as it encompasses all the easily observable characteristics of a culture, such as: language, currency, art style, cooking, music, holidays, fashion, literature, sports, religion.

#### II. UNSPOKEN RULES

The next level of the model is hidden under the surface. These characteristics are called “Unspoken Rules” and are – for outsiders - not as easy to observe as those on the first level. Among them, we can find for instance business and social etiquette, modesty, symbolism of objects, colors, individuals

#### III. UNCONSCIOUS RULES

The deepest and final level is called “Unconscious Rules”. As they are rooted very deeply within a culture, they are very difficult to learn and to understand – even for people within a culture those aspects are hard to articulate or perceive. It goes without saying that for outsiders “Unconscious Rules” are extremely difficult to know and understand. Examples are: verbal and non-verbal communication, sense of time, physical distances, gender, high

context vs. low context, concept of death, age, social class, physical space, concern about the present, or the future, emotional responses, concepts of right or wrong, and good or bad.

If the levels of “Unspoken or Unconscious Rules” are not well understood, problems may arise. The following example is a good one to underline the importance of these hidden characteristics of a culture.

In Southeast Asia, PepsiCola decided in the 1950s to turn the color of the vending machines from a dark blue into an icy, light blue. However, the new color stood for death and sorrow in that part of Asia. Consequently, the company’s market shares went down considerably. To avoid such mistakes, it is important to do profound research in order to understand the core values and characteristics of a culture (cf.ULG, n.d.).

#### b) [The TOPOI model](#)

Everywhere in the world people communicate. People give meaning to their environment and to their experience. The TOPOI-model has been developed by Edwin Hoffman and is based on the work of the Interaction Academy of Antwerp which works with the axioms for communication developed by Watzlawick. The TOPOI-model is an instrument to analyze the communication as well as a model for interventions.

The TOPOI-model is based on the following assumptions:

1. Communication is universal
2. The focus is on the interaction, not the culture
3. Communication is a circular process
4. (Intercultural) communication asks for an open, reflective attitude
5. Be pessimistic about communication, be optimistic about people

The model concerns:

- Knowledge of aspects which influence effective communication
- Knowledge of intercultural aspects in communication
- Knowledge and insight in dealing with intercultural aspects in communication

Despite differences, people have a lot in common. The TOPOI-model does not focus on culture, but on communication. In this way it presents a way of looking at your communication to analyze and improve it. It can be supportive to know something about the way people interact when you work with clients coming from a different culture. However, if one focuses solely on culture communication might become an obstacle.

People are not the carriers of a culture in one and the same way. Each person is a unique personality and it is this personality you meet, not his/her culture. People are individuals and not only the representatives of a certain culture. The most important aspect of TOPOI for intercultural communication is *“becoming aware”* and *“knowing one’s own assumptions”* (especially those that are not considered as an assumption, but a reality).

The TOPOI model perceives communication as a circular process. Both persons are influencing each other at the same time. To make it more complex: both are also involved in all kinds of influencing processes with a broader context, namely the social systems in which the partners participate. Perceiving communication as a circular process makes clear that each partner can try to change the communication pattern.

If we see communication as a circular process, we can ask ourselves the following **questions**:

- What am I doing to make the other person act in this way?
- What is the other doing to make me act in this way?
- What is the influence of my broader context: the others?

By asking these questions we might find ways to improve our communication. **Communication with someone with a different cultural background demands an open and reflective attitude.** One must be ready and willing to listen and to look at different views, habits, values and standards. A reflective attitude means that one is aware of his/her own frame of reference. A reflective attitude means that during a conversation one is able to take the position of the observer, looking from a distance what is really happening. Looking from a distance to one's own role, possibilities, and responsibilities. Misunderstandings in communication may occur between anyone, even with our best friends. Accepting this possibility as a normal issue keeps the communication open. The point is not to blame oneself or the other but accept that misunderstanding can occur and can be solved. An **optimistic view** on people is important for professional work with people.

Some specific points the TOPOI model lays emphasis on:

- judgements and prejudices are unavoidable
- have an eye for your own ‘cultural glasses’
- watch the effect, do not hang on to your (good) intentions
- be prepared for misunderstandings
- sometimes the shortest way is the roundabout way
- look for the common interest
- be alert to ‘blind making’ prejudices
- my truth is not the truth
- be sceptic about communication, but optimistic about people

- it gives space
- it is normal that there are misunderstandings in the communication
- it analyses the mistakes and shows ways to solve them
- it makes people more self-confident of their own communication skills (cf. Arts, 1994)

c) [Storytelling as a tool to enhance intercultural communication](#)

Methodologically-wise, by using case studies, problem-solving / scenarios and success stories, volunteers will be better prepared for intercultural communication and cooperation by focusing on the following topics. An improvement in intercultural communication and cooperation can be also reached for instance by using the **method of storytelling**.

*“Storytelling is understood to be live oral telling of stories, engaging directly with listeners to create a shared experience. Storying, the process of constructing stories in the mind, is one of the most fundamental ways of making meaning and thus pervades all aspects of learning, regardless of age.”* (Hamilton & Weiss, 2005)

In other words, the method gives the opportunity to tell stories about personal experiences, share feelings, fears, dreams, etc. In fact, the stories, if well told, have a strong power, and storytelling is therefore an effective means to communicate and share experiences.

Volunteers are asked to share stories that are based on real-life events and that are linked for instance to prior work with refugees, experience in an international team, living in a new culture that was new to them, spending holidays abroad, moving to another country. By sharing these stories, the process of intercultural learning is being put into operation. This process can be further enhanced if refugees or people with a migration background take part in the storytelling workshop.

Participants in a storytelling session usually underline the uniting effect: By listening, sharing a story and hence sharing the experience, participants connect to the storyteller. Similarities and connections can be found, cultural (hidden) values can be identified and trust is built as stories always convey messages.

Many storytelling techniques can be found online. However, the following points can be included in the story to make it successful:

1. Have an enemy and a hero
2. Use conflict
3. Omit any irrelevant detail
4. Tell the story like you talk
5. Make it visual
6. Make it personal and easy to relate to
7. Add surprise (cf. Neely, n.d.)

The project “Tell your Story” can be used as a good practice example. It aims at exploring the use of digital storytelling and story mapping. More information can be found [here](#).

d) Exercise for section 2a

<b>Title of exercise</b>	<b>Iceberg model of culture</b>
<b>Group size/people involved</b>	Individuals, pairs – no fix group size
<b>Time frame</b>	1 hour
<b>Setting</b>	Chairs, tables, pens, paper
<b>Purpose</b>	The students should transfer these concepts to their national culture and then consider which image they could draw, even if it is strongly generalizing.
<b>Description</b>	<p>Using the same concepts, students should then reflect on their personal culture and compare it with their national culture. They should report whether these two cultures might eventually come into conflict and how they would resolve such conflicts.</p> <p>Afterwards, students should review the concepts and consider how to apply these concepts to the culture of a foreign language to / from which they translate (using their own examples).</p> <p>Finally, students should look at the negotiation process for a translation with a potential customer. They should focus on the concepts below the surface and consider which of these concepts could likely play a role in the negotiation process.</p> <p><b>1. Individual exercise N°1:</b></p> <p>You negotiate the translation of a text with a person from your own culture. Consider your expectations, attitudes, possible stereotypes when you are in this business situation. Could these affect the process and its results? If so, in which way? Write down your considerations.</p> <p><b>2. Individual exercise N°2:</b></p> <p>You negotiate the translation of a text with a person from a foreign culture.</p>

	<p>Consider your expectations, attitudes, possible stereotypes when you are in this business situation. Could these affect the process and its results? If so, in which way? Write down your considerations.</p> <p><b>3. Partner/group exercise:</b></p> <p>Discuss your considerations related to exercises 1 and 2. Do you find similarities in your attitudes and expectations? Have you discovered possible conflict points in your negotiation? For example, working methods, communication channels, words and their meaning, body language, eye contact, breaks, etc. How can you handle this?</p> <p>Finally, a general group discussion follows on the conclusions (cf. Unterrichtseinheit: Einführung in die Eisberg-Theorie, n.d.).</p>
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### 3. How to train volunteers in conflict resolution strategies

As described earlier, working with refugees might be challenging due to various reasons and thus not free of conflicts. Being part of a buddy system gives people the chance to work in a diverse environment and to constantly develop new knowledge and skills. Cultures, traditions, beliefs, customs are experiences which give a deep sense to the work and contributions volunteers can benefit if they work in this field. However, diversity can be considered one of the most beautiful, but at the same time most delicate concepts.

The conditions of life in which most of the refugees (men, women and children) find themselves are deleterious and deeply affect their psycho-physical serenity. Living in non-equipped and/or even unfished homes and/or too small to accommodate a certain number of people, frustrating situations with local authorities, difficulties in finding jobs are just some examples that leave people in despair and frustration. One must not forget that many refugees often find themselves living in conditions very different from those they were used to.

As a matter of fact, most volunteers do not face such situations. Where people with different characteristics, interests, values and goals come together, there can also be points of friction. Conflicts are not just something negative, something to be avoided. If they are actively addressed, conflict situations can also give rise to reflection and offer opportunities for change and development. Conflicts might arise for instance among volunteers themselves, among volunteers and their organization, among volunteers and refugees. This should be considered when implementing a buddy-system and organizations as well as volunteer coordinators should be aware of this fact.

#### a) General recommendations

Conflict resolution is a deliberate action to deal with conflictive situations, either to prevent or to decrease them. Unlike conflict behavior, conflict resolution is essential to enhance volunteers' understanding of behaviors of refugees and its effect on others, to become aware of volunteers' own conflict resolution style, to develop strategies to enable them to manage conflict more effectively and to turn conflict and potential conflict into a productive resource. Considering the feedback from volunteers during the workshops for questionnaires carried out in line with IO1, the topic of **conflict resolution** is essential for volunteers in order to enable them to increase skills on how to handle conflict, to enhance the knowledge on effective approaches under different circumstances. They are eager to be aware of reasons of conflict, refine possible problems leading to conflict, discuss and refine these problems, the ways to brainstorm possible solutions, evaluation and choosing solutions. These strategies will be useful in order to adapt into future daily practices beyond an effective piloting process in SOFIE project.

It is helpful for everyone involved to **recognize and solve conflicts at an early stage**. Volunteers should be informed from the very beginning where they can seek help within the organization they are working for. They could turn to a designated person such as a volunteer coordinator who often acts as neutral contact person. Ideally, this person notices the warning signals early and seeks a solution before the conflict escalates. Generally speaking, he/she helps in moderation of conflicts, offers constructive solutions and creates new structures for conflict prevention.

Before volunteers start to work, they should also be aware that to **reduce the potential for conflict** it might help to clarify mutual roles and expectations at an early stage as well as to create fixed spaces / structures for exchange and promote feedback culture.

Volunteers should **reflect on past experiences** with past conflict situations. It helps to look more closely at similar conflicts and to deduce prevention measures. Volunteers should also exchange best practices with other who have already been involved in volunteer activities.

Generally speaking, **dialogue** and **openness** form the foundation for mutual respect and understanding and hence for conflict resolution. To form this basis, organizations could

- Create a space where important and sensitive topics can be addressed
- Give space for sharing experiences and needs
- Make use of music, dance, sport to encourage interaction between the deviant groups and individuals
- Develop fun activities that can prevent moments of confrontation

b) Possible conflict resolution strategies

There are many conflict resolution strategies and methods. Not all of them can be addressed here. However, co-operation generally helps to solve problems.

1. **Cooperative conflict management:** This approach is not focused on “guilt”, “to be right” or “to win”. It is about working together and solving a problem. Cooperation is oriented towards the solution and not towards the past. This means that conflict partners do not confront each other like two opponents, but work together on possible solutions. The following questions help to find a solution together:
  - How do you perceive the situation?
  - In your opinion, what are the causes of the conflict?
  - What can we do to work together again?
  - Can we accept the agreements that we made? (cf. Ausbildernetz.de, n.d.)
2. **Mentor program:** A mentor can be someone who has experience in the work with refugees. Mentors pass on their knowledge and experience to mentees. They can in turn receive support in case of problems from the mentors and discuss technical matters. The relationship should be low-hierarchy and equal (volunteers may not be mentors at the same time, but perhaps former volunteers).
3. **Mediation:** Before a dispute escalates, one can, for example, seek mediation. This should be done by someone who is not part of the organization and has experience in this area.
4. Activities based on case studies, problem-solving, scenarios and success stories can serve as good practices in the context of training volunteers in conflict resolutions strategies. Being an important issue in volunteering for migrants and refugees, conflict resolution may be supported by the following strategies:
  - a. **support group work** and **group-reflection**, in building trust, communication and interaction amongst trainees-trainer and trainees-trainees.
  - b. making use of humour, in an attempt to ease communication within the learning context and amongst the trainees-trainer and trainees-trainees.
5. Train the volunteers’ **skills of listening, paying attention, collaboration** – these are important to resolve situations of conflict or confrontation. If a moment of conflict emerges, give room for dialogue with all involved parties to find a “common ground”.

### c) The TOPOI model used for interventions

We have addressed the TOPOI model earlier as we introduced it as an instrument to analyze communication. However, it is also a model for interventions. The model is based on the assumption that people have diverse perspectives, which means that:

- People have different perspectives on life and its challenges.
- Everybody has his or her own unique personality and history.
- Everybody is born into a particular way of living and this affects our experiences of and views about the world and our place in it.
- Everybody has his or her own beliefs and values that affect their behavior and way of thinking and stimulate their preference actions over others.
- Other important factors include age, wealth, status, power, role assigned to gender, social group etc.

Our different backgrounds make us see things in a certain way and differences in opinions are unavoidable. Sometimes these differences mean that goals clash or are incompatible. Often, this leads to conflict. This is usually seen as a problem that can only be resolved when one position wins over the other position. Alternatively, these differences can be seen as an inspiration to a broader understanding of an issue and lead to an improvement of the current situation.

Conflict can raise awareness of an issue, promote change, improve solutions, foster personal development etc. Conflict at different levels disagreement and conflict occur within many different relations (from micro – family, neighborhood, communities, workplaces to macro – nations and regions) because of imbalances within these relations (unequal wealth, social status, power and access to resources leading to unemployment, discrimination etc.). Each level is connected to the others, which means that energies for constructive change or destructive violence often affect all levels.

Conflict Resolution Actions aims at addressing the causes of the conflict and attempting to build positive relations between conflicting groups. It addresses open conflict but focuses not only on ending the violence (conflict settlement) but also on addressing the roots.

The TOPOI-model discerns **5 areas** to trace misunderstandings in communication:

<b>T</b> ongue	People influence verbally and non-verbally
<b>O</b> rder	Perception of reality, the relativity of truth
<b>P</b> erson	Relational level and social aspects
<b>O</b> rganization	Communication influenced by the context of an organization

Intentions and influence	Aim of communication and the actual effect of it
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In this sequence, the areas form the word TOPOI. Topoi is a Greek word meaning ‘places’ (topography). It is important to realize that these five areas cannot be separated in the practice of communication. They are closely linked together. The areas are only separated for clarity’s sake. In real communication, people have to deal with all these areas at the same time.

When using the TOPOI model as an **instrument to solve conflicts**, take the following table as a guideline:

Area	What to do
<b>Tongue (Language)</b>	<ul style="list-style-type: none"> <li>○ Pay attention to ALL signals</li> <li>○ Investigate meaning (verbal as well as non-verbal)</li> <li>○ Explain, clarify meanings</li> <li>○ Give feedback, ask for feedback</li> <li>○ Investigate meaning also in respect of context of the person</li> </ul>
<b>Order (How one perceives things, the logic)</b>	<ul style="list-style-type: none"> <li>○ Ask for perceptions, logic</li> <li>○ Imagine yourself as your client, vice versa</li> <li>○ Put what is in common first</li> <li>○ Clarify differences but leave them the way they are</li> <li>○ Investigate the influence of environment on somebody’s perception</li> </ul>
<b>Person (Identity and relationship)</b>	<ul style="list-style-type: none"> <li>○ Investigate what different roles and related expectancies the client is talking</li> <li>○ Active listening</li> <li>○ Imagine yourself as your client, vice versa</li> <li>○ From what roles and expectancies are you talking?</li> <li>○ Investigate how both see the relationship</li> <li>○ Investigate role of environment on each other’s perceptions and images</li> </ul>
<b>Organization (Rules and power relations)</b>	<ul style="list-style-type: none"> <li>○ Be aware of power relations</li> <li>○ Explain own organization</li> <li>○ Rearrange aspects of own organization</li> <li>○ Investigate the way the client perceives your organisation</li> <li>○ Investigate the influence of rules and power relating to environment of your client</li> </ul>
<b>Intention, Influences (motives and drives)</b>	<ul style="list-style-type: none"> <li>○ Investigate the motives of your client/Recognize underlying motives</li> <li>○ Investigate when client does his/her utmost best</li> <li>○ Show that you see client is doing his/her best</li> <li>○ Investigate what sort of recognition your client is looking for</li> <li>○ Ask how it is better to give recognition to your client</li> <li>○ Investigate what environment of client means by “doing your best”</li> </ul>

	<ul style="list-style-type: none"> <li>○ Explain when you do your best and how</li> <li>○ Demonstrate the effect of doing your best</li> <li>○ Clarify intentions and effects</li> </ul>
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d) Short guideline for volunteers on how to solve conflicts

It is recommended that volunteers should receive some techniques in order to successfully negotiate a conflict that might arise when working with refugees. There are given 5 conflict management techniques below in order to develop their conflict awareness skills and overcome any conflict which may be in evidence during working with refugees.

**i. Be well prepared for the interaction**

Each refugee has different characteristic arising from different backgrounds. Volunteers should have deep understanding on these characteristics for effective conflict management and also effective training process for further implementations.

- Gender issues
- Psychological situations
- Age
- The highest level of education attained
- Marital status
- Religious
- Occupation

In order to receive more detailed information about refugees' needs, volunteers might want to look at this [link](#).

**ii. Be aware of the definition of conflict and understand the reasons of conflict**

As mentioned above, conflict is a component in any situation that brings diverse groups together to manage tasks and obstacles. Volunteers should identify the risk they're taking through their choice of addressing or not addressing the issue and identify what is risk the for the target group. In order to identify the risks easily and take initiative for resolution of conflict, volunteers need to know the reasons of conflict and also be aware of negative results of conflict.

Moreover, there are many sources and causes of conflict. It results from: different perceptions, opinions, personalities, backgrounds, needs, preferences, cultures, communication styles, values. Volunteers should monitor the target group and should be

aware of components of conflict in order recognize the signs of conflict and to interfere at an early stage if they are not involved themselves. Otherwise, they should seek help.

**Examples of negative conflict results:**

- Communication breaks down
- Relationships are impacted
- Regular activities are disrupted
- Individuals become rigid in their positions
- Disengagement occurs
- It causes undue stress
- It creates a toxic environment
- People outside of the conflict are impacted

**iii. Be aware of communication components**

Adopting good communication behavior with the target group is the first step for conflict resolution. In case of conflict, volunteers should invite the other person to negotiate and should reflect positive intentions in order to encourage the person to talk about current problem. Volunteers should use efficient listening and speaking techniques and should consider target group's interests and needs. Moreover, volunteers should ensure there is always positive and open dialogue in piloting phase. They should cope with stressful situations and pressure tactics.

Therefore, adopting good communication behavior with the target group and keep using these communication techniques enable the volunteer to deal with conflict in an effective way.

Tips for managing and resolving conflict through effective communication:

- Invite the other person to negotiate and should reflect positive intentions in order to encourage the person to talk about current problem.
- Give time for the person to think before explaining problem.
- Make sure you understand what the other person is telling you- from his or her point of view.
- Give this message to this person that you have listened and understood completely.
- Repeat the other person's words and ask if you have understood correctly.
- Use efficient listening and speaking techniques and should consider target group's interests and needs.
- Ensure there is always positive and open dialogue with target group.
- be Aware of stressful situations and pressure tactics.

This [link](#) might be helpful for volunteers as it offers 12 conflict resolution techniques that can be used at the workplace.

#### iv. Brainstorm possible conflict resolutions

After recognizing the conflict, the volunteers should make a plan in order to determine and practice the most effective solution. At this stage, describing the conflict would be essential in order to think about resolution styles that could resolve the conflict.

In 1974, Kenneth Thomas and Ralph Kilmann created the Thomas-Kilmann Model which identifies 5 main conflict resolution styles which are the following:

- d) Avoiding: low assertiveness and low cooperation
- e) Accommodating: Low assertiveness and high cooperation
- f) Competing: High assertiveness and low cooperation
- g) Compromising: Medium assertiveness and medium cooperation
- h) Collaborating: High assertiveness and high cooperation (cf. Kilmanniagnostics.com, n.d.)

Some hints for good conflict resolution:

- Manage stress while remaining alert and calm. By staying calm, you can accurately read and interpret verbal and nonverbal communication.
- Control your emotions and behaviors. When you're in control of your emotions, you can communicate your needs without threatening, frightening, or punishing others.
- Pay attention to the feelings being expressed as well as the spoken words of others.
- Be aware of and respectful of differences. By avoiding disrespectful words and actions,
- Determine your styles for conflict management. In order to identify the most suitable style, volunteers can benefit from this [link](#).

#### v. Build a mutual benefit agreement

At this stage, volunteers should consider the reasons of the conflict, then find the right tool to find the best solution. They should be aware of different approaches and alternatives for the conflict management in order to build a **mutual benefit agreement**. This agreement must be realistic and effective to keep overcoming the challenges in the future. Volunteers should have a clear perception on the individuals who are involved in the conflict. Mutual benefit agreements must be built on individual and common needs.

Moreover, mutual benefit agreements resolve problems and benefit all sides in the conflict.

The Academic Leadership Support gives further information on the negotiation process. The [website](#) offers guiding questions that might be helpful in order to build a mutual benefit. Volunteers should be aware of their conflict management styles and evaluate them on a regular basis in order to avoid conflict later on. They can take a look at this [link](#) for conflict management.

e) Exercises for section 3c

<b>Title of exercise</b>	“Conflict is...” ( <i>CONFLICT RESOLUTION SIMULATION</i> , 2019)
<b>Group size/people involved</b>	Pairs or groups, no specific group size
<b>Time frame</b>	45 minutes, extra time will be needed if groups make a presentation
<b>Setting</b>	Pens, paper
<b>Purpose</b>	The activity’s purpose is to reflect together on the topic of conflict and to compare
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Divide a large sheet of paper into columns, each headed by a letter of the alphabet. For the purposes of this exercise choose letters A to H.</li> <li>2. Ask participants individually to brainstorm conflict words. Each should try to provide at least one word for each letter (for example A-anger, B-broken...). A nominated scribe can write down the words as they are called out, or each individual participant can simply add them to the chart. There is no debate or questioning at this stage about why certain words have been chosen. (5 minutes)</li> <li>3. Once the chart is completed (it’s good to have a strict time limit), people can ask each other questions about their chosen words – what certain words mean, how they are connected with conflict, and so forth. But no judgments are to be passed. (3 minutes).</li> <li>4. Participants split into pairs or groups of three and select a letter from the chart. (It is best if each pair or group has a different letter). They then draft a short communication to an extraterrestrial alien who has never heard of conflict, explaining what it is. Each group should use the words listed under their letter. The communications are then shared with the whole group. (10 minutes).</li> <li>5. Mixing participants into new groups of four or five, ask each group to create a brief definition of conflict in the form of a slogan. These could all start with ‘Conflict is ...’. Then let each group try to think of an imaginative way to present their definition. They could use tableaux, involving everyone in the presentation. Extra time will be needed if a presentation is to be prepared. (10 minutes)</li> <li>6. Reflection and evaluation: Back in the whole group, participants are invited to reflect individually on their experience of interaction between group members. How did the group draft its</li> </ol>

	<p>letter to the alien? How did the group agree upon its definition? Were they surprised by anyone else's definition? Was it easy to get to a slogan on conflict? There are other questions that might be asked. Have they learnt anything about conflict from this exercise? Are they clearer now? Do they feel that any crucial aspect has been missed out?</p>
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<b>Title of exercise</b>	Boal's Theater of oppressed
<b>Group size/people involved</b>	Pairs or groups, no specific group size
<b>Time frame</b>	45min
<b>Setting</b>	There is not a specific setting required. The activity can be adapted to the situation.
<b>Purpose</b>	The activity's purpose is to reflect together on conflicts that participants have experienced.
<b>Description</b>	<p>In this role play, participants are asked to tell a situation of conflict that they have experienced in person or have seen or, more generally, that they know. The facilitator can choose one or more stories told, based on the most inherent topic, even asking the majority of the participants.</p> <p>After that, some participants will be invited to represent the conflict situation told in a scenic way.</p> <p>After a first performance, the scene will be re-proposed and the spectators/audiences will be invited to enter the scene, replacing the protagonist to try to make changes and improve/fix the situation presented at the beginning. The facilitator will have the task of facilitating public interventions. There are no debates or discussions: the public can only intervene by entering the scene instead of the actors, proposing their own solutions in absolute freedom.</p> <p>The changes can lead to the resolution of the conflict or the occurrence of an obstacle that prevents the evolution of the representation: it is in this case, the facilitator will stop the scene and restart the original representation from the point where it was interrupted, so that viewers can again intervene. The solutions proposed must be possible and realistic.</p> <p>In this way, at the end of the new scenes, the facilitator will conduct a dialogue of comparison on the solutions found, in order to bring them back to real life (<i>INSART - Insertion des jeunes défavorisés par l'art</i>, n.d.).</p>

<b>Title of exercise</b>	Conflict Resolution Stimulation ( <i>CONFLICT RESOLUTION SIMULATION</i> , 2019)
<b>Group size/people involved</b>	10-20 participants which are grouped into 5 groups
<b>Time frame</b>	1.5 hours- 45 minutes for role play 45 minutes for closing discussion
<b>Setting</b>	5 Handouts giving information about case studies, chairs, flipchart and board marker for final evaluation
<b>Purpose</b>	This exercise based on role play provides opportunity for the volunteers to get a realistic overview about conflict management and to use dialogue as an approach to address conflict situation.
<b>Description</b>	<p>The handouts provided describe 3 roles, so each role will have to be shared between 2-4 participants according to group size. Each participant should have express themselves as clearly as they can and should try to put according to their character. Moreover, they should try to make contribution while another participants' role playing. After the role play, participants will discuss about the characters and talk about what they gain from the role play.</p> <p><b>Handout N°1:</b></p> <p>You are a single mother in her mid-20s; you live with your child in a city in the Turkey. You arrived as a refugee from Syria. As you have no formal qualifications, the only work you could find was a cleaning job. You have worked on a number of premises cleaning floors, toilets, stairs, and kitchens.</p> <p>You used to work morning and afternoon shifts on two different sites with the same contractor for a total of 30 hours per week. Neither you nor your co-workers having Syrian background, got paid on time, and their wages were often incomplete. In addition, workers were routinely refused pay rises when they asked for them. At work, you used a variety of strong cleaning detergents without knowing the potential health risks. You sometimes worked without gloves as they usually were in short supply and, thus, your skin would get irritated.</p> <p>It was conducted in Turkish even though the vast majority of workers, including you, had limited language skills. Eventually, after you came back from annual leave, you were your contract was terminated and your job given to someone else.</p> <p>After this you signed up with several recruitment agencies and one of them hired you as a cleaner. In this job, you worked hard and was promoted to a supervisory position. In the new role, you were supposed to manage two but they refused to accept you as their supervisor. In addition, other cleaners mocked and verbally abused her, and eventually your contract was terminated. This experience caused a lot of stress, you feel let down by your employers and currently you are unemployed. Now answer these questions for closing discussion, considering your role-play.</p> <ul style="list-style-type: none"> <li>• What is your future step for your careers?</li> <li>• How many people living in your country are from ethnic minorities?</li> <li>• What is the legal framework which protects workers from racial discrimination?</li> </ul>

	<p><b>Handout N°2:</b></p> <p>You are 29 years old from Pakistan and have a good level of Education. He has previous work experience in banking and finance in Pakistan. You have studied Turkish but still have some difficulties in speaking particularly in a work environment. You are married and have one child who is 1 year old. You recently lost your job in Pakistan and after having no luck finding another, he decided to move to the Turkey. You are currently living in a shared house and working in a cafe and doing some driving work. Your family is still in Pakistan.</p> <p>Questions for closing discussion;</p> <ul style="list-style-type: none"> <li>• Which kind of employment system do you have in your country?</li> <li>• What are the steps you can follow to recognize foreign qualifications?</li> </ul> <p><b>Handout N°3:</b></p> <p>You are 17 from Morocco. She has been in Turkey for 8 years. You live with your family and goes to a high school for accountancy studies, where you attend the 4<sup>th</sup> year: you achieve good results and your learning skills are excellent. You are a smart and very conscious young woman and also are well integrated in the local community. Your father decides to take her away from school in order to avoid your emancipation, which your family does not want. Once the studies have been interrupted, you go to the job center in order to look for a job. You start a vocational training course called as a beautician, together with other girls whose cultural level is much lower than her. No matter how duteous you are during the course, you think that work is subordinated to your skills, and you are not interested in it at all. You would like to finish your studies, since only one year is left.</p> <p>The family, who refuses your emancipation, forbids you to go out alone. Though only girls go to school trips, you cannot participate; you cannot go out in her garden, your grandmother must be with her. Your feelings are contradictory and conflicting, you are between resignation and irony or rebellion.</p> <p>Despite her dream is to finish your studies, you feel the need to work. Besides the vocational training course for beauticians, you are attending the course in order to work as a waitress.</p> <p>Your family position is not clear: they have financial difficulties and let you attend vocational training courses, but they do not want you to be emancipated, prevent you from going out and being independent.</p> <ul style="list-style-type: none"> <li>• How would you work in order to realize the career project?</li> <li>• Which are the constraints to be taken into consideration?</li> <li>• How would you handle the girl empowerment?</li> <li>• What other local services would you coordinate with?</li> </ul>
<p><b>Comments</b></p>	<p>The job of the facilitator is to ensure that the exercise is organized in a structured way. He/she should ensure that each participant volunteer should focus on the facilitator's direction throughout the exercise.</p>

#### 4. Strategies for personal empowerment and self-protection

Volunteers working with refugees might face emotional distress. External circumstances, such as the living conditions in community accommodation, which are sometimes catastrophic can also cause frustration for volunteers or create a feeling of helplessness. There may also be expectations, wishes and demands of volunteers that cannot be fulfilled. The understanding of volunteer work is often misinterpreted by volunteers. They often see themselves in the role of the helper and are caught up in it. Some even go for volunteer work because “they help for public perception.”

The developed SOFIE - Best Practice Guidelines underlines that due to lack of knowledge about different systems, volunteers unintentionally spread misinformation and thus create problems for counsellors who have to take the blame: "Volunteers are considered heroes and we are always seen as scapegoats who say no to everything. This leads to tensions and trust is lost". Volunteers often go beyond their limits and take on tasks that are actually meant to be done by counsellors.

Moreover, many volunteers are unable to cope with the load of responsibilities and are involved in sectors where they do not have the necessary resources or training, do not know the system, and consequently despair of the situation. Consequently, because they are unable to cope with the situation, they harm themselves. Some are even close to a burn-out. Thus, volunteering is often synonymous with over-commitment. On the other hand, there are also some volunteers who lose motivation and suffer from great frustration, because refugees have a different understanding of time (appointments are often cancelled) or do not want to be part of certain activities (sometimes they suffer from over-provision of activities organized by volunteers). Consequently, volunteers use generalizations such as "everyone is so ungrateful".

##### a) General recommendations

Prior to their work with refugees, the organization should make sure that volunteers are aware of the **possible hardships, misery and traumatization** they might encounter. They should reflect whether they can take good care of themselves, switch off after work and relax. Moreover, volunteers need to know when the **workload** as well as the **emotional burden** are too much and when/where to get professional support. It is crucial that volunteers are aware of the limits of their work with refugees. It has not only happened once that highly motivated helpers overestimated their **physical, mental and temporal resources**.

Furthermore, volunteers must be aware of **overwhelming situations**, such as in accompanying people during the asylum procedure, in dealing with authorities, in social law claims, in traumatization, school and debt problems or addictive behavior. Sometimes

volunteers do not want to understand and accept a refugee's behavior. In such cases, organizations can assist, accompany and provide the necessary help.

To **absorb the stress** volunteers should be given the opportunity to attend team meetings, discussions, reflect with peers who face similar situations. Full-time employees can play a helpful role, as well as collegial contacts and experienced colleagues familiar with methods related to crisis intervention. It is recommendable to **pair staff/volunteers having special training** in psychology, psychotherapy, social work or similar **with volunteers who find themselves in difficult situations**.

If volunteers and organizations work closely together, co-operation is strengthened, above mentioned issues can be prevented or at least considerably reduced. By focusing on a good volunteer-organization relationship and by implementing prevention measures, the volunteers' self-protection will improve. In empowering the self which is an important skill and attitude of a volunteer working with migrants and refugees, self-reflection should be primarily supported. Thus, opportunities for investing on the self and making it more tolerant, strong and determined should be a priority. Attempts towards this task may start from diary writing regarding the experiences, ideas and feelings of the experience in question, and move to self-defense or self-empowerment activities provided by a professional coach on a regular basis.

#### b) [Tools to strengthen personal empowerment and self-protection](#)

Given the statements above, the development of strategies for personal empowerment and self-protection are very important in order to foster volunteers' competences, skills and attitudes. It is in the organization's interest to provide volunteers with tools that strengthen personal empowerment and self-protection. Instead of having a "romantic" view on the work, volunteers should carry out their tasks with a healthy down-to-earth attitude, being attentive to various expectations on different levels and being able to draw **clear and precise individual boundaries** between volunteer work and private life. By doing so, they will also more easily find the balance between professional and volunteer work.

Before taking part in a buddy system, volunteers should **reflect** on the following questions that will help to define and individualize limits:

- Why do I want to be a volunteer?
- To whom am I doing good?
- What do I expect from those who work with me?
- What do I expect from the people who receive my help?

- What are the boundaries that I can place on myself and the people I work with?

Being a volunteer means somehow to be a representative of the local society. People may need support in order to reflect over this new role. The method of “**self-evaluation**” can be used to improve the personal empowerment of volunteers; a tool that is often used by organizations that work in the field of migration. The following questions could be addressed (the list is not exhaustive):

- What do you like about your volunteer work?
- Are there any aspects that you do not like about the work?
- Do you think you have enough tasks to do or not?
- Did you receive help from the staff during difficult moments?
- Did you have any difficulty in setting yourself up in the workplace?
- Have you had any problems in the relationship with other work / volunteer colleagues / your buddy?
- Did you have the opportunity to upgrade your skills and abilities?
- You had difficulty learning or enhancing some transversal skills?
- ...

There are many possibilities how to implement this method. It could be a simple questionnaire received and completed by volunteers, it can be done in group work, in pairs and then discussed in groups, ...

A **risk assessment** is highly suggested as it is a tool that allows organizations as well as volunteers to envisage potential risks on multiple levels and to think about mitigation measures, preventive and even regenerative solutions.

When implementing a risk assessment with a volunteer, at least the following topics should be covered:

- Sense of abandonment,
- inadequacy in performing certain tasks,
- lack of knowledge in relevant fields,
- excessive emotional involvement,
- fear in dealing with and talking to superiors,
- a sense of frustration,
- inability to manage stress.

Volunteer Now, a UK based organization, provides a good overview of types of risks that are related to volunteer work.

The more demanding the volunteer role and the more contact the volunteer has with clients the greater the potential risks. However, even the most seemingly benign role needs to be assessed to identify what could potentially go wrong. The following are just some examples:

**Risks to the organization, its reputation or its funding through, for example:**

- Volunteer misrepresenting the organization through speaking or acting inappropriately including online activity
- Volunteer breaching confidentiality or misusing personal data
- Service users suffering harm through abuse by a volunteer

**Risks to service users/beneficiaries through, for example:**

- Volunteer providing inaccurate information or advice
- Volunteer failing to provide adequate standard of care
- Volunteer breaching confidentiality or misusing personal data.

**Risks to the volunteer through, for example:**

- Organization failing to provide adequate training
- Organization failing to meet relevant health and safety standards
- Organization having inadequate policies and procedures to protect, support and supervise volunteers whilst engaged in voluntary work

**Risk of harm to colleagues through, for example:**

- volunteer acting outside of role description and exceeding skills and/or authority
- substandard performance by a volunteer
- theft or fraud by a volunteer.

For a **profound risk assessment**, follow systematically these **four steps**:

1. Identify the risks faced
2. Categorize the seriousness of these risks according to likelihood as well as impact
3. Identify and implement measures for managing the risks
4. Review the undertaken risk assessment on a regular basis (What has changed?)

In order to implement an **effective risk assessment**, the approach should be:

- systematic
- regular
- recorded

- involving all appropriate people
- monitored
- reviewed
- effectively communicated

Example risk assessment templates can be found [here](#) (Volunteernow, 2015).

A proper risk assessment is a fundamental tool for every organization, especially when working in a sensitive field such as migration as it allows new perspectives and reflections on the relation between the organization and its volunteers. Other than that, the **constructive feedback** given to the participating volunteers is crucial for their improvement in personal empowerment and self-protection.

c) Exercise for section 4b

<b>Title of exercise</b>	<b>Exercise 1: "Self-reflection through collage"</b>
<b>Group size/people involved</b>	Open
<b>Time frame</b>	Open
<b>Setting</b>	Open
<b>Purpose</b>	The main objectives of the exercise are: <ul style="list-style-type: none"> <li>• Getting clear understanding of own competences / talents and strong sides;</li> <li>• How other people see us.</li> </ul>
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Present the goals with the exercise for a group of participants. Discuss the importance of understanding the difference on how we see ourselves and how others see us. Discuss the importance of giving the correct picture on own competences / personality and strong sides.</li> <li>2. Carry out the exercise: <ul style="list-style-type: none"> <li>• Participants collect pictures, symbols, press cuttings and other materials which represent them. These materials can also express what participants like to do; thing they wish to have / goals to achieve; persons, places and ideas which are important for them.</li> <li>• Participants make collages about themselves from the collected materials. Participants may not see each other's collages until the presentation.</li> <li>• At the beginning of presentation participants have to guess which collage belongs to which participant.</li> <li>• Participants present their collages in a group.</li> </ul> </li> <li>3. Start a discussion on: <ul style="list-style-type: none"> <li>• Which qualities did participants choose to have in their collage?</li> <li>• Was it easy to guess which collage belongs to which participant? If yes, why? If no, why?</li> <li>• What is the difference between our self-image and how others see us?</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>• How can we show our strong sides / talents to others in the best way?</li> </ul>
<b>Comments</b>	<p>Evaluate if:</p> <ul style="list-style-type: none"> <li>• The exercise helped them to understand better their own strong sides and importance of presenting themselves in the best way.</li> <li>• They got better self-esteem as a result of mapping of their competences / talents / strong sides.</li> </ul>

## 5. Legal aspects and institutions for further support

### a) General recommendations

In order to avoid misunderstandings and disappointment from all parties involved, volunteers should have at least a basic knowledge in the field of relevant national law which have already been highlighted in detail in IO1 Guidelines.

Often, refugees feel that they lack adequate access to information about their rights and responsibilities, the asylum and welfare procedures as well as the specific procedures that need to be followed in each public authority. They stress that there is a need for more information in regards to the applicable law, their rights and responsibilities. This will also allow them to teach their children on their rights and responsibilities, how to behave, «*what to do, not to do*». Furthermore, they expressed the need to have a broad social orientation upon arrival.

Generally, the lack of knowledge about the systems in the host country makes refugees even more vulnerable. The buddy system would be a good tool to address above mentioned issues and to make refugees hence less vulnerable. If volunteers are prepared to give this sort of advice, volunteer work will also bring more effective results.

In case volunteers are not able to help with legal questions, they should know at least reliable local institutions that provide relevant services and where refugees can be referred to (see chapter 6). It is also recommendable to show volunteers where they can receive reliable information (online portals, addresses of contact persons/institutions, etc.) so that they can update themselves on a regular basis.

In case organizations offer legal trainings for volunteers, they should encompass the following topics:

- Rights and responsibilities of refugees (including children rights)
- Juristic terminology used in the national context
- Everyday legal advice for refugees (including information on employment, education, housing)
- Legal Procedures (including asylum, welfare procedures and other relevant governmental services in order to be able to navigate the governmental system)

- Advocacy skills would also enhance volunteers' ability to advocate for the rights of refugees both in their interaction with the authorities as well as with the rest of the society.

b) Exercise for section 5a

<b>Title of exercise</b>	BLEND IN App - <a href="http://www.blend-in.eu/en/">http://www.blend-in.eu/en/</a>
<b>Group size/people involved</b>	10-15 people involved Can be divided in 2/3 groups of five people
<b>Time frame</b>	1h
<b>Setting</b>	Learners will need to work with their mobile phones, download BLEND IN APP and work with their team on the task to meet BLEND IN APP.
<b>Purpose</b>	The learning propose of this activity is to being out participant's early days needs regarding legal matters. Moreover, they will be introduced to a visual and practical tool language, social and cultural orientation tool meeting early days' needs of a refugee, migrant and asylum seeker, meeting one of the gaps they identified with the needs-based analysis research of the project.
<b>Description</b>	<p>How to organize the activity:</p> <ol style="list-style-type: none"> <li>1. The trainer introduces the learners to BLEND IN App (saying that it was the main tool of the EU funded project BLEND IN and explaining a few things about the project main aims and objectives, i.e. a project aiming at language, social and cultural orientation of migrants, refugees and asylum seekers meeting their early days' needs).</li> <li>2. The learners are given the info to download the APP on their mobile phones.</li> <li>3. They are encouraged to scroll the APP with the focus question to 'Spend 5 minutes visiting the APP and spread out your first impressions'.</li> <li>4. Learner's first impressions of the APP are presented on plenary.</li> <li>5. Then learners will work in groups trying to spend some more time with the APP and identify what they would like to see regarding legal aspects. Thus, the focus question could be the following: 'What is missing regarding legal aspects? What would you like to see in the APP accordingly?'</li> <li>6. Learners work on groups for about 30 minutes in trying to identify important legal aspects.</li> <li>7. Each group presents their ideas in plenary and the trainer writes all important aspects on the flip chart.</li> <li>8. In the closure learners try to prioritize the legal aspects written on the flip chart paper and the class ends with the learners being able to identify the most important legal aspects that are of concern/ interest/ need to/ for a migrant, refugee and asylum seeker in the host community.</li> </ol>
<b>Comments</b>	The trainer should always be alert to support the learners with the tasks/ focus questions set. She/ he should be well prepared about the APP contents, thus spending time with studying the APP in advance is critical.

c) Self-evaluation on knowledge about legal matters

In order for social engagement to be successful and enriching, it is helpful to think that volunteers think about their own knowledge in terms of legal matters. The following self-evaluation tool, an easy-to-understand questionnaire, primarily serves to clarify quickly in which fields there is a need to catch up. The required knowledge can be acquired by self-study or training, although it is of course advisable to consult organizations that have well-founded expertise.

When completing the questionnaire, use the following scale:

- 1 - I fully agree
- 2 - I'm not sure
- 3 - I strongly disagree

Once the questionnaire has been filled in, one should have a look at all points that have been answered with "I'm not sure" (2) or "I totally disagree" (3). With this list, volunteers can address their organization and get specific help on these issues.

**Questionnaire**

I am generally well informed about rights and responsibilities of refugees	<b>1 - 2 - 3</b>
I know the definition of the following terms:	
a) An asylum seeker	<b>1 - 2 - 3</b>
b) A refugee	<b>1 - 2 - 3</b>
c) A migrant	<b>1 - 2 - 3</b>
d) An unaccompanied Minor	<b>1 - 2 - 3</b>
e) Subsidiary protection status	<b>1 - 2 - 3</b>
f) International protection	<b>1 - 2 - 3</b>
g) Humanitarian protection	<b>1 - 2 - 3</b>
I keep myself updated on changes in the law and regulations	<b>1 - 2 - 3</b>
I have profound knowledge about the national	
a) Asylum system	<b>1 - 2 - 3</b>
b) Asylum procedure	<b>1 - 2 - 3</b>
c) Legislation: rights and laws (specifically) related to refugees	<b>1 - 2 - 3</b>
d) Integration policies	<b>1 - 2 - 3</b>
e) Education system	<b>1 - 2 - 3</b>
f) Social system	<b>1 - 2 - 3</b>
g) Medical care	<b>1 - 2 - 3</b>

I have experience with the work and procedures of	
a) Authorities	<b>1 - 2 - 3</b>
b) Governmental services	<b>1 - 2 - 3</b>
c) Institutions, platforms and NGOs	<b>1 - 2 - 3</b>
that deal with legal matters related to the work with refugees.	
I know about the institutions' responsibilities.	<b>1 - 2 - 3</b>
I have profound knowledge about the local/regional	
a) Labor market	<b>1 - 2 - 3</b>
b) Housing possibilities	<b>1 - 2 - 3</b>
c) Governmental services	<b>1 - 2 - 3</b>
d) NGOs	<b>1 - 2 - 3</b>

d) [Information on important local services for further support](#)

The following section gives an overview on the various relevant local support services in all 5 partner countries (Austria, Cyprus, Italy, Sweden, Turkey) that could be helpful for volunteers working with refugees. Obviously, this list is not exhaustive, but the websites of the below-mentioned institutions offer more information on other relevant (local) partners.

The activity mentioned at the end can be implemented with volunteers alone or together with refugees. It allows to foster their knowledge about local services.

Austria

<p><b><u>Verein Multikulturell</u></b></p>	<p>Verein Multikulturell is a non-profit organization in Tyrol advocating for migrants and representing their concerns. The main objective is the promotion of the professional and social inclusion of people with migrant background, their upskilling and the strengthening of intercultural exchange in Tyrol. The association offers a variety of services, such as:</p> <ul style="list-style-type: none"> <li>- Multilingual family counselling and psychotherapy</li> <li>- Multilingual education and career guidance for young migrants and their parents</li> <li>- Job application training and interview coaching</li> <li>- Certified language and computer classes for adults and adolescents</li> <li>- Diversity seminars and training courses for multipliers and enterprises</li> </ul>
<p><b><u>Caritas</u></b>  &gt;&gt;&gt; <a href="#">Refugee aid</a></p>	<p>Caritas is the relief organization of the Catholic Church. The organization helps refugees to find accommodation and generally plays a crucial factor in terms of integration (German classes, culture-buddies, etc.). The institution can hark back to 40.000 voluntary workers.</p>
<p><b><u>Diakonie</u></b>  &gt;&gt;&gt; <a href="#">Refugee aid</a></p>	<p>Diakonie is the social organization of the Protestant church. With about 2000 volunteers in Austria working in various fields, the institution supports people in difficult life situations. Among many The Diakonie Refugee Service supports refugees in their integration in Austria. Refugees are supported in acquiring the German language, in educational matters, in legal questions, in finding accommodation or in psychosocial and medical matters.</p>
<p><b><u>Hilfswerk</u></b></p>	<p>20.000 voluntary workers are involved in different activities implemented by this institution which is non-profit based and provides health, social and family services. In terms of refugee aid, the main focus lies on social integration: offer of German classes, support for daily errands, interpreters.</p>
<p><b><u>ÖIF</u></b></p>	<p>The Austrian Integration Fund (ÖIF) advises refugees and immigrants on all important questions of their integration and supports them in their own responsibility to plan the next steps in their integration process. In addition to providing advice, the ÖIF offers nationwide value and orientation courses, promotes German acquisition and implements integration programs.</p>
<p><b><u>Österreichisches Rotes Kreuz</u></b>  &gt;&gt;&gt; <a href="#">Refugee aid</a></p>	<p>The Austrian Red Cross is active in the areas of blood donation, disaster preparedness and assistance in Germany and abroad, the dissemination of international humanitarian law, the tracing service, development cooperation as well as education and training. The institution has got a well working buddy system that helps refugees with social integration. 73000 volunteers are working in different sectors.</p>

## Cyprus

Two of the most important local services providing further support in the Cypriot context are the following:

<p><b><u>Migrant Information Centres (MiHub)</u></b></p>	<p>MiHub offers advice, guidance and support to all migrants on issues related to their rights and responsibilities, access to public services, housing, health, employment, education and social benefits. It has offices in four cities.</p> <p>The aim of MiHub is to fill the gap on the available migrant support and integration services as well as the gap on access to information about migrant's rights and responsibilities. Through its four regional centers, MiHub helps vulnerable migrants across Cyprus offering them social and legal advice and support in all aspects of their integration. The majority of MiHub's clients are refugees and asylums seekers.</p> <p>MiHub is run by the University of Nicosia, CARDET and the Cyprus University of Technology, with the financial support of the Asylum, Migrant and Integration Fund and the Republic of Cyprus.</p>
<p><b><u>New Channels for Integration</u></b></p>	<p>New Channels for Integrations is a collaborative initiative that has been running since 2012 by a consortium of municipalities across Cyprus. Municipalities joined forces to uphold the principles of contemporary democratic pluralistic society and assist in the integration of migrants at their communities and in the Cypriot society more broadly.</p> <p>For 2018 the project is implemented by the Municipalities of Nicosia, Ayios Dhometios, Engomi and Lakatamia.</p>

Italy

<b><u>CESIE (Migration Unit)</u></b>	CESIE'S Migration Unit aims to centralise and connect all the activities carried out by CESIE, aimed at the target groups of asylum seekers, refugees, and migrants of all ages (children, youngsters, adults). The overall objective is to develop effective and inclusive approaches for the target groups.
<b><u>Exodos – attività sociali</u></b>	Exodos translates its spiritual and intellectual research into a cultural and social service to the city, especially to disadvantaged youngsters supporting them with social activities and school accompaniment
<b><u>Amnesty Italy</u></b>	“We are a movement of people determined to create a fairer world, in which every person can enjoy the human rights enshrined in the Universal Declaration of Human Rights”.
<b><u>Arci – Porco Rosso</u></b>	A space that aspires to be an open laboratory of analysis on the conditions of Palermo, where the opinions of those who share the values on which the Arci network is founded can find citizenship, contamination and being widespread.
<b><u>Centro Astalli – Palermo</u></b>	Centro Astalli Palermo is a voluntary association that is part of the Jesuit Refugee Service network in Italy: the spirit that animates it is the defense of the rights, integration and inclusion of migrants, refugees and asylum seekers.
<b><u>Sviluppo Solidale Soc. Coop. Sociale</u></b>	The social cooperative pursues the general interest of the community in the human promotion and social integration of citizens, developing among them the mutualistic and solidarity spirit, through the management of social welfare, socio-health and educational services in favor of minors, the elderly, disabled, migrants and socially disadvantaged people.

Sweden

<a href="#"><u>Svenska från dag ett</u></a>	Svenska från dag ett, (Swedish from day one) is a Swedish course for asylum seekers and refugees, launched by Liberal Adult Education Associations and Folk High Schools.
<a href="#"><u>SFI</u></a>	SFI, Swedish for Immigrants, is a part of an introduction program organized by the Public Employment Services.
<a href="#"><u>Refugees Welcome Housing Sweden</u></a>	Refugees Welcome Housing Sweden sees the need for alternatives to migration and municipal housing facilities where people are isolated without the possibility of mutual integration. Living together allows us to create a welcoming culture where we meet and get to know each other.
<a href="#"><u>Korta vägen (The short way)</u></a>	Korta vägen is for foreign-born graduates with academic degrees or at least three years of academic studies from their home country. This education increases the participants' chances of getting a job in their profession. It also prepares them for college studies if they need to complete their education.
<a href="#"><u>Sweden's municipalities and county councils in cooperation with with Uppdrag Psykisk Hälsa (Mission Mental Health)</u></a>	Together with Sweden's municipalities and county councils, Uppdrag Psykisk Hälsa helps improving asylum seekers' and newly arrived people's mental health in the program "Hälsa i Sverige för asylsökande och nyanlända" (Health in Sweden for asylum seekers and newly arrived)
<a href="#"><u>Uppsala University</u></a>	Uppsala University has extensive knowledge in a number of important areas related to new arrivals in Sweden. There is training for newly arrived skills development for professionals, a wide range of research and collaboration within different networks.

Churches	
<b>Svenska kyrkan (The Church of Sweden)</b>	Evangelical Lutheran church. Engaging in cultural, international and integration efforts.
<b>Salvation Army</b>	The Salvation Army is a Christian church with a great social commitment. Around the country, the Salvation Army operates corps - congregations and also various social activities.
<b>Missionskyrka (Mission covenant church)</b>	Swedish reformed free church, engaging in cultural, international and integration efforts.

Turkey

<a href="#"><u>Canik halk eğitim merkezi</u></a> (Canik Public Education Centre)	Although its main objective is to offer various vocational and educational counselling to adults and youngsters, it provides the methodology on different topics such as conflict resolution or emotional management for those who need resources to receive knowledge on these issues.
<a href="#"><u>Ondokuz Mayıs University</u></a>	It organizes different trainings and seminars for trainers who want to increase their vocational capacities. Trainers, volunteer or mediator candidates apply to take training on human rights and conflict management.
<a href="#"><u>Türk Psikolojik Danışma ve Rehberlik Derneği Samsun Şubesi</u></a> (Psychological Counselling Association)	Its main vision is to increase the awareness of youngsters on alternative tools on the field of psychology. In line with, it offers non- formal trainings and workshops such as game therapy, Minnesota multiphasic personality inventory, conflict management at the school and workplace.
<a href="#"><u>Samsun eğitim gönüllüleri vakfı</u></a> (Samsun Education Volunteers Foundation)	It works with youngsters who want to be involved in the activities as volunteers. The main target group is youngsters having disadvantaged background because of their social, economic and cultural background. Youngster can apply to have useful analytical tools on conflict settlement.

e) Exercise for section 5d

<b>Title of exercise</b>	Let's find what is around us!
<b>Group size/people involved</b>	10-15 people involved Can be divided in 2/3 groups of five people
<b>Time frame</b>	1h almost
<b>Setting</b>	A fair space, tables, colors, flipchart images of important and famous cultural buildings of your city, post-it with the name and brief description of the information on local services (schools, educational centers, hospital, childcare spots etc.)
<b>Purpose</b>	The learning purpose of this activity is to foster participants with knowledge of the local services around them. Moreover, it will give them a visual idea of what is around them in terms of local services and how to reach them.
<b>Description</b>	How to organize the activity: <ol style="list-style-type: none"><li>1. Copy a map of the city and let people familiarize with it.</li><li>2. Print images of the main/most famous buildings of your place, attach them on the map.</li><li>3. Choose different starting points on the map and ask how the buildings can be reached best.</li></ol>

	<p>4. Being on the way of reaching these buildings, they can find support services such as educational or sport centers (the trainer should be prepared in knowing them).</p> <p>5. Start a discussion about what people can find in these local services and why they are important.</p>
<p><b>Comments</b></p>	<p>The trainer should always be ready in giving information about the places that people want to find on the map. He/She should be well prepared about the map of the city and the different places, location, support organizations and offices that migrants, refugees and asylum seekers can ask for.</p>

## Part C – Best practice examples from partner countries

In this part, two best practice examples from each partner country are presented. These practices are based on specific examples. Organizations working with volunteers and/or refugees can use them as inspiration for new ideas or can transfer as well as adapt them and make use of them within their own framework.

### 1. Best practices from Austria

#### a) Buddy project “ertebat”

The project „ertebat“ has been developed by the NGO „Plattform Asyl – FÜR MENSCHENRECHTE“. The project’s main **objective** is to support unaccompanied minor refugees aged between 14 and 18 (or max. 21 years) in Tyrol by establishing a buddy system.



The core of the project is the formation of friendships and networks between buddies and “their” young refugees through joint ventures.

Refugees should be given the opportunity to meet people who are resident in the Tyrol, are well connected and interested in the concerns of refugees. Conversely, the buddies will gain insight into the issue of asylum and the real situation of unaccompanied minor refugees. The buddy project also promotes the reduction of prejudice.

Interested, potential buddies are obliged to participate in the following **activities**:

1. Information evening
2. Individual discussions
3. Introductory Workshop for buddies
4. Presentation of framework agreement
5. First meeting between unaccompanied minors and buddies
6. Exchange meetings for buddies (4x per annum)

The project has been funded by the Tyrolean Regional Government (cf. Plattform Asyl, n.d.).

## b) TANDEM NOW



TANDEM NOW was based on the transnational mentoring project TANDEM which was implemented by Verein Multikulturell and partner institutions in 2007.

The main **objective** of the project *Tandem Now* was to provide a mentorship programme for young people with a migration background. The project's **activities** consisted of target group tailored

- training,
- support,
- information,
- guidance on their chosen career path.

These young persons were paired with people having a migration background as well and having successful careers. Since such role models cannot always be found in the immediate geographical environment, [TANDEM NOW](#) also made use of the possibilities of the new media. The use of synchronous and asynchronous online tools increased the pool of mentors.

The training focused on blended mentoring which encompasses both face-to-face and online sessions. *Tandem Now* promotes technological developments in mentoring and the use of Information and Communication Technology (ICT) to improve career opportunities for ethnic minority groups.

This project included **partners** from Austria, Spain, Italy, Greece, Germany, and Ireland.

## 2. Best practices from Cyprus

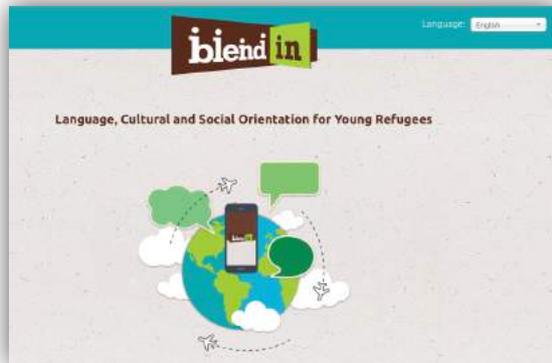
### a) BLEND IN - Language, Cultural and Social Orientation for Young Refugees

The project's **objective** is to meet the early days' needs of young migrants, refugees and asylum seekers in the host societies. Detailed information on the project can be found [here](#).

**Activities** consist of

- Research and Desk Analysis on early days' needs of young migrants, refugees and asylum seekers in the host societies (focus groups, interviews, etc.)
- Development of a Mobile APP with content regarding the early days' needs of young migrants, refugees and asylum seekers in the host societies based on the needs identified in the research and desk analysis.
- Developing a Handout for Social Workers regarding the early days' needs of young migrants, refugees and asylum seekers in the host societies

- Disseminating the developed material in a number of events to a number of interested parties.



**Project partners** are coming from Italy, Cyprus, Greece, Malta, UK. For more information please visit the project's [website](#).

## **b) INTEGR8 – Harnessing the potential of migrant women as integration experts**

The project's **objectives** are to investigate the training needs of migrant women in each partner country, to develop training programs to address the needs of migrant women and to train adult educators to support migrant women in their new role as community liaisons. Moreover, the project supports migrant women who complete the training to establish local networks of migrant women. Local events are organized to raise awareness of the project.

**Activities** include:

- Research and Desk Analysis on migrant women's needs and skills
- Research and Desk Analysis on social workers views on women migrants' needs and skills
- Develop an e-Platform
- Develop a train the trainer curriculum (T-t-T) (MIEC)
- Develop a Migration Integration Expert Curriculum
- Develop a Learners' Workbook
- Develop a Toolkit
- Establishment of local networks of migrant women
- Disseminate project results in events to raise awareness.

**Project partners** are coming from Ireland, Cyprus, Portugal, Romania, United Kingdom, Italy and Austria. For more information please visit the project's [website](#).

### 3. Best practices from Italy

#### a) PRO.V.A.C.I – Volunteers’ profiles in learning for inclusion skills

The project’s **objectives** are on the one hand to encourage specific volunteering actions in response to two very critical areas of the City of Palermo, educational poverty and the reception of migrants. On the other hand, it aims to create a system for research, allocation and quality enhancement of volunteering services and to foster the cooperation among organizations and profiled volunteers according to specific skills.



#### Activities encompass:

- Mapping of organizations interested in offering volunteering experiences
- Organizing Focus-groups with leading organizations in analyzing skills and competences as required by volunteers willing to be involved in volunteering pathways
- Developing a platform for mapping, recruiting and matching between organizations and volunteers
- Offering training pathways for host organizations and volunteers on different project areas
- Providing assessment paths and recognition of acquired skills
- Campaigning and awareness raising events for active citizenship: “Festival of participation” and “Citizens in Movement”

The project is **supported** by [Fondazione CON IL SUD](#) and promoted by [Per Esempio](#) in partnership with [ASCC](#), [CESIE](#), [Department of Participation and Mobility of Municipality](#)

[of Palermo](#), [Libera Palermo](#), [SEND](#) and with the [Department of Psychological, Pedagogical and Education Sciences of the University of Palermo](#).

**b) RAGAZZI HARRAGA – Social Inclusion Processes for unaccompanied minors in the city of Palermo**

The project's **objectives** are to improve the reception system of unaccompanied minors by promoting models ensuring the protection of children's rights in Italy and to promote models supporting social inclusion which take into account the potential, the interests and the expectations of unaccompanied minors, so as to facilitate an autonomous and responsible passage to adulthood by involving the Region of Sicily. Other aims are to

- create a social file for each minor featuring all the information concerning their identities, the reception procedures, the inclusion strategies and the hard, soft and life skills they have developed.
- give unaccompanied minors the opportunity to strengthen and develop soft and relational skills;
- develop an active policy for labor market integration of unaccompanied minors;
- identify temporary housing solutions featuring affordable accommodations for unaccompanied minors and a tourist hostel;
- design efficient tools in order to ensure the visibility and sustainability of the project.

**Activities** include:

- Creating a platform which allows users to share, monitor and follow the inclusion strategies of unaccompanied minors living in Palermo.
- Developing activities aimed at sharing methodologies and identifying tools so as to enhance and value the skills acquired by unaccompanied minors and improve the continuity of inclusion strategies;
- Promoting activities aimed at enhancing active citizenship and including unaccompanied minors in the social and cultural life of Palermo (i.e. intercultural, theatre and multimedia workshops);
- Creating and promoting the adoption of open source tools enabling a participatory mapping of the social and cultural organizations in Palermo;
- Informing, describing, and supporting unaccompanied minors in order to promote active labour market policies;
- Supporting vocational counselling services so as to identify professional skills and collect vacancies from hosting businesses;

- Assisting and helping institutional care leavers and providing them with autonomous and affordable housing solutions;
- Managing a tourist hostel in collaboration with unaccompanied minors;

The project's consortium consists of the following **partners**: [CIAI](#) – Centro Italiano Aiuti all'Infanzia Onlus (Coordinator), [Comune di Palermo](#) – Assessorato alla Cittadinanza Sociale, [Associazione Santa Chiara](#), [Cooperativa Libera...mente](#), [CPIA Palermo 1](#), [Libera Palermo](#), [Nottodoro](#), [SEND](#), [CESIE](#).

#### 4. Best practices from Sweden

##### a) Local agreements on integration of refugees

The KISA-project's objectives are the achievement of facilitating the integration of women and men. The **overall objective** of the project is to integrate foreigners more effectively into the labor market. The methodology used has been developed within the framework of IGMA, a method that originated in Holland and has been used within the project KISA in order to better co-operate with newly arrived people.

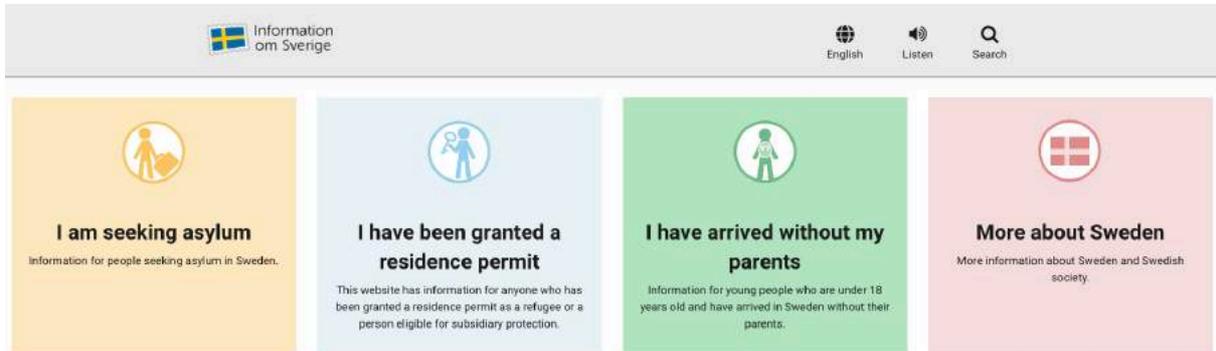
The development of local agreements is part of the activities of the KISA project. They have been established between the municipalities and Swedish employment service. They have been developed on the basis of the IGMA model, of results of discussions undertaken with relevant stakeholders. Folkuniversitetet has acted as a moderator. Local agreements have been developed in eight different municipalities in Uppsala County and all of them are similar but unique. They include all the steps from arrival to what happens after completion of the introduction program: they give an overview on the section "who does what" that is also part in the introduction program in which refugees, persons with subsidiary protection status or their family member can participate when they get their residence permit in Sweden. In the local agreement, people are told **who does what** in the whole process, which responsibilities each stakeholder has got for each step.

Partners include the Swedish Public Employment Service, the region of Uppsala and all municipalities in the county of Uppsala.

##### b) Website: Information om Sverige

Sweden has got a [national website](#) covering information about both national and local services. It stores all the information, in 10 languages, in one place. Its objective is to offer free help for anyone who is new to Sweden, especially for asylum seekers and people who

have recently been granted a residence permit. Moreover, it is a means of improving people’s ability to influence their situation in Sweden themselves.



The information covers various topics, also divided into subthemes, and provides links to other relevant websites so that visitors can find answers to questions about how Swedish society works. They will also find information about what government agencies they will be in contact with during their initial period in Sweden. When consulting the website, visitors will be able to understand each step of the process, from the application for asylum until the point where they become officially part of Swedish society and start to work or study. The following topics are covered (Informationsverige.se, n.d.):

<p><b>Community</b></p> <ul style="list-style-type: none"> <li>• Different forms of housing</li> <li>• Counties and municipalities</li> <li>• Associations and organizations</li> <li>• Culture</li> <li>• Leisure and recreation</li> <li>• Car, bus, train and flight</li> </ul>	<p><b>Work and education</b></p> <ul style="list-style-type: none"> <li>• Work and livelihood</li> <li>• Starting a business</li> <li>• Education and training</li> <li>• Foreign University graduates</li> <li>• The labor market</li> <li>• My pathway to work</li> <li>• Contacts</li> <li>• From asylum to work</li> </ul>	<p><b>Care and health</b></p> <ul style="list-style-type: none"> <li>• Preventive healthcare</li> <li>• Medical care</li> <li>• Impairment</li> <li>• Pregnancy</li> <li>• Healthcare in my area</li> </ul>
<p><b>Children and youth</b></p> <ul style="list-style-type: none"> <li>• Unaccompanied children</li> <li>• School in Sweden</li> <li>• Young people in Sweden</li> <li>• Feeling well</li> <li>• The rights of the child</li> <li>• Parenting</li> </ul>	<p><b>Society</b></p> <ul style="list-style-type: none"> <li>• New in Sweden</li> <li>• Swedish society</li> <li>• Laws</li> <li>• Civic orientation</li> <li>• News from radio Sweden</li> </ul>	<p><b>Learn Swedish</b></p> <ul style="list-style-type: none"> <li>• Start learning Swedish</li> <li>• Continue learning Swedish</li> <li>• Practice Swedish with others</li> <li>• Glossaries and translation</li> <li>• Films</li> </ul>

## 5. Best practices from Turkey

### a) Gönüllülük Yönetimi/ Volunteering Management

The **main objective** of the project [Gönüllülük Yönetimi](#) was to carry out training for youngsters and youth leaders working in institutions which are based on voluntary work. The importance of voluntariness was reflected in the numerous **activities**, such as

- informal learning,
- outdoor activities,
- simulation,
- socializing activities

in order to strengthen young people's management skills.

Moreover, participants were informed about volunteer management, volunteer training, the concept of youth participation. In this way, young people were encouraged to be an active person, to carry out their personal projects, to prepare and implement an action plan and to work actively in a team.

21 participants have been involved in this project which was carried out in cooperation with **partners** from Turkey, Slovakia, Romania, Greece, Italy, Spain and Bulgaria.

### b) Gönüllü Çalışmaların Görünürlüğü/ The visibility of volunteering work

The project's **objectives** were to raise awareness on innovative practices related to volunteer work and to share personal experiences and knowledge about youth policies with other participants. Moreover, the aim was to develop strong network communication among youth workers for future implementations. Participants also had the opportunity to discuss how to strengthen the project's visibility and to develop new strategies that would help to increase generally the visibility of volunteer work and projects.

New informal methodologies were used to round up the project. During the sessions with the target group, **activities** encompassed

- outdoor activities
- round table meetings
- discussions and presentations

New approaches and tools useful for volunteer work were adopted in order to transfer them and to make use of them in future daily work routines.

In total, 21 young people from different cultures and backgrounds were involved. They had the opportunity to increase their cross-cultural communication and awareness skills. The project was implemented together with **partners** from Italy, Romania, Estonia, Bulgaria, Poland and Sweden.

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# SO FIE

Support for empowerment and integration of refugee families

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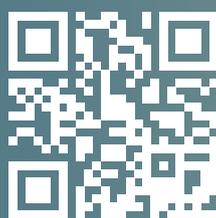
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