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Introduction

WAGGGS has a long experience of working with refugees and internally displaced persons (IDPs), both at national and at world level.

This document builds on those experiences, sharing what will be helpful for those either currently working with refugees or considering working with refugees/IDPs. The information and activities in this resource may also be of use to those who are working with immigrant communities as it looks at issues of cultural identity. WAGGGS is committed to promoting the benefits of Girl Guiding/Girl Scouting to refugee/IDP/immigrant girls and young women.

The document is split into a number of sections and modules, each focusing on a different area.

Part I focuses on support and information for those considering working with refugees/IDPs, including background information and guidelines on getting started.

Part II is split into four modules of training activities, each with a different focus – of passing on cultural identity, life skills, income generation and issues for young people.

Part III is concerned with girls and women in relation to advocacy to bring about positive change in their situation.

These activities could also be adapted for general use within the Association, by Trainers or Leaders.

Some of the activities can be used to train Leaders and Trainers as a way for them to learn more about the culture, needs and aspirations of refugees/IDPs/immigrants. They could also be used to prepare Leaders to work with refugees, with Trainers, once they are competent, using the activities with Leaders from the refugee community.

You will need to decide which parts are the most relevant to the work you are undertaking or planning to undertake.

This document is aimed primarily at working with girls and young women. However, the activities included in it can be adapted for use with the wider community.

1. Refugees and Displaced People: Key Facts

Definitions

Refugees and displaced people are people who have **fled from some danger or problem** such as war, famine or persecution. The difference between the two groups is that refugees have left the country of their nationality while displaced people have not - but both are homeless. Sometimes displaced people are called *internal refugees*.

When people wish to be admitted into a country as refugees, they are referred to as *asylum seekers*.

Numbers

Today roughly **22 million** refugees and displaced people are protected by the United Nations High Commission for Refugees (UNHCR). Of these, the number of refugees is falling and the number of displaced people is growing, as it becomes increasingly difficult for refugees to find a place of safety beyond the borders of their homeland. In many parts of the world, people who have taken refuge in another country have been harassed, attacked and even forced to go home against their will. It is now estimated that up to 25 million people, beyond the 22 million referred to above, may have been forced to abandon their homes. Civilians are being targeted more than ever before in an estimated 35 civil wars or community conflicts raging world-wide. Even safety during asylum is under greater threat with more assaults on refugee camps, rape of refugee women and forced recruitment to armed service of men and boys.

Rights of refugees

The rights of refugees derive from the *Universal Declaration of Human Rights*. Among these are the following basic standards:

- Refugees should not be treated unfavourably because their presence in the country is considered unlawful. They should not be restricted in terms of their movement unless in the interest of public health or order;
- Refugees should be treated with special sympathy and understanding;
- There should be no discrimination on the grounds of race, religion, political opinion, nationality or country of origin;
- Refugees should be provided with the basic necessities of life - including food, shelter and basic sanitary and health facilities;
- They should be given all the necessary help to enable them to find a lasting solution to their situation.

What are refugees seeking? People may flee from their homes for a number of reasons - human rights violations, wars and armed conflicts, persecution related to race, religion or ethnic background. Most refugees only go as far as they need to be safe. Factors that influence their decision about how far to go include - the nature of the force which drives them away, the situation of their relatives and property left at home, political barriers, lack of money, transport or information.

Upon arrival most refugees seek the following conditions:

- a safe haven until the conflict is over;
- security, peace and freedom;
- work and improved economic situations;
- education and better lives for their children.

Issues concerning Women and Girls Women and children form about 80% of the people displaced by conflict and disaster. The majority are women and girls. Some of the main issues they face are:

a) Exclusion from decision making

80-90% of households or family groups in refugee settlements are maintained by women. With traditional family and community support links broken and food supplies and homes destroyed their task is a very difficult one. This is made more by the fact that as refugees or displaced people, they are in new environments, facing new language barriers, new roles and new problems.

Despite this, even in established refugee settlements, women do not often take part in decision making. For example, they rarely have any voice in food distribution. Basic needs in an emergency - water, food, shelter and health care - traditionally the only areas of life in which women have had some control - are often the areas of decision making from which they are excluded in the camps.

Relief interventions have often worsened women's situation: by allowing water provision systems which entail additional work; by introducing food distribution via men; by providing forms of shelter which make women vulnerable to sexual harassment; by offering health and sanitation services which are not culturally appropriate.

Involving women in decision-making about the allocation and organisation of basic resources is a way of ensuring that services and provisions are appropriate and fairly distributed.

b) Protection

All refugees need protection from violence and abuse, injustice and exploitation. For women and girls there is the added dimension of sexual violence from which they are at risk before, during and after flights from their homes. Sexual exploitation of women and girls by male camp officials is common, from outright rape to demands for sexual favours in return for food and other essential items. Sexual harassment is often a new experience, especially for women normally kept in seclusion, and can bring with it chronic stress.

These issues can only be addressed when women are in positions of authority in camps, so that effective reporting mechanisms can be set up.

Obtaining refugee status also poses problems for women since women who flee persecution on the basis of their gender are not considered refugees. Also, a woman's legal status may depend upon her husband and she may have no independent means of registration. In such cases, women and children are without status should their husband leave.

c) Access to resources and benefits

Allocation of basic resources such as food, water and fuel may be regulated entirely by male decision-makers in the donor organisations and camp management structures. Ignorance of the way women use these resources, for example in food preparation, may lead to inappropriate types of food and distribution procedures. Access to health care, education and employment raises more problems. For example, health workers are often male and there are inadequate provisions for the specific needs of women.

However, there may also be increased opportunities for women and girls to learn new skills, to take advantage of education or training programmes, or employment or income-earning opportunities. To do this a number of cultural barriers may need to be overcome. This can only be done with full and sensitive consultation with both women and men in the refugee group.

Lessons learned

Any planning intervention that takes women into account requires more than including women in their social role as daughter/wife/mother. It must consider their economic role as income earner, producer and manager of food, provider of fuel and water - and their religious, cultural and political activities. These roles - and the change in these roles created by the refugee situation - are frequently overlooked by planners. Interventions which do not take

these factors into consideration may be inappropriate for women, may isolate them from planned activities, further reinforce their dependency and force them into unaccustomed social or economic roles.

The UNHCR suggests that interventions should sensitively attempt to:

- achieve greater involvement of refugee women, both as participants and beneficiaries in social and economic activities;
- increase their status and participation in the community/society;
- provide access to better employment, education, services and opportunities in their society;
- take into account the particular social relationships between the refugee women and their families.

The following strategies are examples of successful interventions and principles:

- Consult with refugees to determine the preferred physical and social organisation of the camp;
- Consult with refugee women regarding all decisions about food and its distribution;
- Consult with refugee women about the type and location of water points and containers for carrying water;
- Develop programmes for the recruitment and training of refugee women as health workers;
- Ensure that refugee girls have equal opportunities as boys to obtain primary education;
- Ensure equal access of refugee women to programmes designed to increase economic self-sufficiency;
- Monitor economic projects carefully to ensure that they provide sufficient household income and do not focus on marginal economic activities.

“While women comprise the majority of the world’s refugee population, few resources are available to provide guidance on programmes and approaches which will ensure that their specific needs are met and that they are enabled to participate fully in the decisions that will affect their lives... (let us) seek out ways of incorporating refugee women’s (and girl’s) concerns in our work.”

Working with Refugee Women (International NGO Working Group)

Useful reference material

WAGGGS has produced some resource materials to support you in your work with refugees and internally displaced persons (IDPs).

- 1) Booklet on '*Refugees*'.
- 2) Series of activities to promote a better understanding of issues related to refugees.
- 3) Module on refugees.

The content of this module is arranged to give you:

Knowledge:

- knowledge about refugees and displaced people;
- awareness of what it is like to be a refugee;
- understanding of what part you, as a leader and a WAGGGS member, can play to contribute to WAGGGS goals as an educational peace-building organisation;
- methods for how to pass on your knowledge and awareness to your Girl Guides/Girl Scouts;
- ideas of practical ways of assisting and co-operating with refugees and displaced people.

The major content areas of this module are:

- refugees are displaced people;
- assistance efforts by the international community;
- the cost of conflicts - people behind statistics;
- awareness and actions among WAGGGS members.

This *Refugees* learning module can be used in support of the activity modules which are included in this pack. It looks at the reasons for people fleeing, outlines how the world community, organisations and individuals are trying to assist refugees, and how they are working to solve situations that cause people to leave their homes and countries.

This learning module will enable you to:

Define:

- different groups of people fleeing or migrating;
- who is helped by United Nations agencies and other international humanitarian organisations.

Identify:

- reasons for conflicts and flight, both world-wide and in your own country/region;
- ways of assisting and relieving suffering among refugees and displaced people.

Determine:

- the need for knowledge and awareness among members;
- how your Association/units might help refugees.

Demonstrate:

- how WAGGGS can contribute to creating peace and promoting human rights;
- how individual awareness, knowledge and training are important to building peace.

2. The Role of Girl Guides and Girl Scouts

WAGGGS' Mission is *to enable girls and young women to develop their fullest potential as responsible citizens of the world*. WAGGGS aims to provide the opportunity for as many girls and young women as possible to participate in, and benefit from, its educational programmes - including refugees.

WAGGGS as an organisation dedicated to the development of girls and young women clearly has a role in improving the lives of refugee women and girls. For many years, WAGGGS has been encouraging and supporting its Member Organisations to develop projects and programmes with refugees. Details of some of these projects are provided at the end of this chapter.

Refugee girls and young women have a different set of circumstances and life experiences from other girls and young women with whom WAGGGS works. They are amongst the most vulnerable of all those participating in Girl Guiding/Girl Scouting programmes. Yet, where refugee girls and young women are offered appropriate Girl Guiding/Girl Scouting, they are also among the most enthusiastic participants. They have a great deal to benefit from Girl Guiding/Girl Scouting's expertise and experience in the development of girls and young women.

The Needs of Refugee Girls and Young Women

Refugee girls and young women must cope with losing their homes, a lack of resources and an uncertain future. Consequently, refugee girls and young women have very few opportunities to develop their potential - they are often traumatised and concentrate their energies on adapting to their lives as refugees. Yet, Girl Guiding/Girl Scouting can play an important role in helping refugee girls and young women to rebuild their lives. It can provide them with skills to cope with life in a refugee camp, opportunities to develop as individuals and become involved in the community and the chance to discuss their situation, hopes and aspirations with other girls and young women.

When working with refugee girls and young women, it is important to understand their experiences, and in particular their vulnerability, as this has an impact on the types of programme it is possible to implement.

Refugee young women and girls have three major concerns:

- Security;
- Scarcity of all resources;
- Adapting to new and difficult conditions.

They are particularly vulnerable because

- Feeding practices may discriminate against girls and women;
- Food aid frequently neglects the special nutritional needs of girls and women;
- Health services are often inaccessible to adolescent girls and young women refugees;
- They may have experienced violence or sexual violence ;
- They may be at risk of sexual violence in the refugee camp setting. Sexual violence or coercion in a camp can easily occur when resources are scarce or when there is a lack of traditional authority figures to control exploitation;
- They may be at risk from violence or sexual violence while searching for and transporting water, animal feed and cooking fuel;
- They may be living unaccompanied and be without traditional guidance. Some may be acting as guardians to younger family members or minors;
- Their general health may be poor. Nutrition, water and sanitation may be poor. They may not have access to education or income generating activities, even when these activities are available;
- They have a lack of experience in dealing with problems that arise;
- Sanitary protection, underwear and soap that promote healthy hygiene practices and self-confidence are often not available.

Girl Guiding/Girl Scouting - meeting the needs of refugee girls and young women

Girl Guiding/Girl Scouting is an activity for girls and young women, undertaken in their free time, that offers those who take part adventure, challenge and purpose. It gives girls the opportunity to try many different interests, and at the same time learn self-reliance and develop self-esteem. It aims to prepare them to be resourceful, responsible and to think for themselves. Girl Guiding/Girl Scouting emphasises the importance of specific values and contributing to the community in which Girl Guides/Girl Scouts live. It works by giving opportunities to girls and young women where they can learn and grow by making decisions, doing and discovering for themselves and having fun at the same time.

Girl Guiding/Girl Scouting can help refugee girls and young women to deal with problems they face every day. It provides a non-formal educational structure with adult leaders and links to community services. The skills and experiences gained through Girl Guiding/Girl Scouting will have effects that will carry on into refugee girls' adult lives and into new places where they might be resettled.

Some of the key aspects of Girl Guiding/Girl Scouting can provide exciting and innovative experiences for refugee girls and young women:

- Working together in small groups of girls or young women;
- Being encouraged to make their own decisions;
- Having a structured but flexible programme of activities geared to their needs;
- Being known personally to adult leaders who take an interest in their development;
- Sharing a commitment to a common standard with other girls living in the same country.

Girls and young women are the focus of Girl Guiding/Girl Scouting and an understanding of their needs is important. This may be a new and positive experience for refugee girls and young women. Having an adult to focus on and understand their needs can greatly help in improving confidence and self-esteem. It may also play a part in helping refugee girls and young women to come to terms with traumatic experiences. Working with refugee girls and young women requires skill and commitment from leaders and the national Girl Guide/Girl Scout Association.

A girl's experiences within her living environment will determine the knowledge she acquires, the attitudes and values she holds, and the skills she develops. Her experiences will be reflected in her confidence, the trust she demonstrates, her openness to learning and her relationship with others. Appropriate Girl Guiding/Girl Scouting can greatly help refugee girls and young women to improve their lives. The needs of refugee girls and young women do differ from those of other girls and young women in the country, and it is important to find out these needs from the girls and adapt the programme accordingly.

Refugee girls and young women have many needs that other girls in your society may not have. They have all been through traumatic experiences, live in a harsh environment, have seen the breakdown of their families and may be living without family support. They often feel rejected, lack confidence in their future and may need careful counselling and extra support in order to benefit from the Girl Guide/Girl Scout programme. Refugee girls have been forced to grow up quickly. They will tend to have more responsibilities and a more adult outlook than other girls do at their age.

Some Refugee girls and young women might have low levels of self-confidence and self esteem. One of the ways Girl Guiding/Girl Scouting helps address this is by providing refugee girls and young women with the following:

- Belief that they can succeed because they see others like themselves, and that they admire, succeeding;
- Belief that they can discover because they are enabled to search;
- Belief that they are capable because their experiences reveal their capabilities and these are recognised by others;
- Belief that they can contribute to society because they are encouraged and their contribution is valued;
- Belief that they can lead because they are supported in a leadership role;
- Belief in the worth of others because they recognise their own.

Girl Guiding/Girl Scouting has something unique to offer girls and young women, particularly refugee girls and young women. The more marginalised and disadvantaged the girls and young women are, the greater potential for impact Guiding has on their lives. Part of Guiding's unique contribution is the ability to implement programmes that meet the specific needs of girls and young women - and at the same time, work with the family and community.

When looking at the role of Girl Guides and Girl Scouts in working with refugees, it is important to refer back to WAGGGS' Mission. This will ensure that the work that Girl Guide/Girl Scout Associations undertake with refugees is making the best use of their expertise in the development of girls and young women.

If the Girl Guide/Girl Scout programme is appropriate to the lives of refugees and captures the imagination of the girls and their leaders it can be a very rewarding experience for everyone involved and well worth the extra effort involved.

WAGGGS believes that Girl Guiding/Girl Scouting provides valuable skills and experiences that enable refugee girls and young women to improve their lives. WAGGGS has demonstrated commitment to working with refugees and WAGGGS Members have undertaken various projects with refugees. This is a demonstration of WAGGGS commitment to addressing issues that affect girls and young women. Some examples are given below:

WAGGGS/UNHCR Peace Pack Project

Girl Guides/Girl Scouts and Scouts worked together to collect peace packs, packages of educational and personal items for refugee children. More than 260,000 packages have been collected and distributed since 1994. Many countries are continuing with the project.

Girl Guide/Girl Scout and Scout Associations received information about UNHCR and refugees together with detailed information about refugee children in the destination country of their peace packs. The Associations worked closely with the national UNHCR office.

In most countries, the project was launched as a nation-wide campaign involving non-governmental organisations, schools and cities.

In Guatemala for instance, the Peace Pack Project formed part of an awareness-reaching campaign on issues affecting returned refugees and contributed to the reconciliation process in the country. 1,521 peace packs were distributed to Guatemalan returnee children settled in areas where few or no educational services and materials were available. A celebration to acknowledge the donation was organised on the anniversary of the first collective return of refugees from Mexico to Guatemala.

In Japan, the Girl Scouts collected and distributed over 40,000 peace packs to Afghan children. A delegation of six young Girl Scouts leaders went to Peshawar in Pakistan to present Peace Packs to hundreds of excited children and conveyed a message of solidarity and peace from more than 50,000 Japanese Girl Scouts who had collected the peace packs.

Youth Service Team Gambia

The refugees who began as project trainees are now running this project. The project involves tailoring, tie dye and batik and the manufacture of soap and body cream. Some of the profits from the project are used for a community support fund that helps supply food when it is scarce and provide health care.

Youth Service Team Tanzania

This project works with refugee women in the Mkuyu Refugee Settlement. Women keep poultry and make clothes, mats and baskets. The project is also working to promote an environmental conservation programme in the settlement.

Youth Service Team Uganda

This project has focused on developing vegetable gardens and crafts. Three schools use the proceeds from the sale of vegetables to support a Guide unit in their community. The Sara Communication Initiative run by UNICEF has been integrated into the project. The initiative promotes girls and educates them through a comic series about a girl named Sara.

Portugal's Work with Bosnian Refugees

Members of the Associação Guias de Portugal spent two months helping a group of Bosnian refugees to settle into a new life in Portugal. The Girl Guides took responsibility for the welfare of 140 refugees, many of them children. They collected toys, medicine, clothes and educational material for the refugees, helped to prepare meals as many of the refugees were unfamiliar with Portuguese food, taught Portuguese, organised transport for visits to doctors and officials, assisted those needing medical attention, played games and organised activities for the children.

Health of Adolescent Refugees Project (HARP)

This project was implemented by WAGGGS in conjunction with Family Health International (FHI), a health organisation based in the United States of America. The project was funded by UNFPA.

HARP provided educational and health services for adolescent refugees in Zambia, Uganda and Egypt. By implementing Girl Guiding/Girl Scouting with the refugees, the project developed the confidence and self-esteem of the girls participating in the project. Through Guiding methods, the refugee Girl Guides worked towards a Health of Adolescent Refugees badge that was designed to meet their needs and to be culturally sensitive. Girls undertook various activities designed to increase their awareness and knowledge of general health and reproductive health. As part of the project, the Girl Guides were working as peer educators within the community to pass on the knowledge they acquire.

The Girl Guides have demonstrated an increased knowledge about themselves and their bodies and improved ability to make decisions that affect their health. Refugee women who have become leaders through the project have developed self-confidence, decision-making and leadership skills and have also increased their own awareness about health.

WAGGGS, Europe Region working with Kosovan Refugees

- The UK Guide Association and the Catholic Guides of Belgium raised money for Kosovan refugees in Albania.
- The Association of Italian Catholic Guides and Scouts sent teams of Leaders under Italian Civil Protection to work in the refugee camps in Albania.
- Kirklareli Scouts and Guides worked with the Turkish Red Crescent Association and are helping to move equipment and refugee belongings.
- The Greek Girl Guides Association collected humanitarian aid in co-operation with the church and local authorities across the country.
- Belgian Guides collected school kits for refugee children living in Belgium.
- The Polish Guide and Scout Association has reactivated the UNHCR/WAGGGS Peace Pack Project. With the assistance of the Polish Red Cross, units are preparing peace packs for Kosovan children.

3. Guidelines for Starting Girl Guiding/Girl Scouting in Refugee Camps

Once your Association has decided to establish Girl Guiding/Girl Scouting in refugee camps, the following guidelines can help you to begin work with refugee girls and young women.

1. Visit the UNHCR country office. It is important to develop and maintain a good relationship with the UNHCR country office at all times. You will only be able to successfully work with refugee girls and young women with the support of the UNHCR office. Remember to keep UNHCR informed of all your activities and to follow their guidelines carefully. UNHCR are the specialists in working with refugees and can provide you with invaluable advice and assistance. Always follow UNHCR security guidelines.
2. Ask UNHCR for information about the refugee population. Think carefully beforehand about the information you will need. This may include:
 - Age and gender profile of the refugee population;
 - Ethnic origins of the refugee population;
 - Culture of the refugees;
 - Attitudes towards education and other programmes.
3. Discuss with UNHCR your plans to start programmes with refugees.
4. Ask UNHCR for their support for a visit to the refugee camps. Solicit advice about your visit and proposed programmes.
5. Find out from UNHCR about any existing programmes that are being implemented and the agencies implementing them. If there is duplication with your planned programme, you may have to be prepared to replace your programme with activities not being implemented at present.
6. Discuss with UNHCR the roles of UNHCR, government and NGO's.
7. Plan a needs assessment visit to the refugee camp to meet with NGO's, refugee welfare committees, women's groups and other community organisations, government agencies working in the camp and refugee girls and young women.
8. Get written permission from the government to enter the refugee camps. You will need to explain exactly what you plan to do during your visit.

9. Form a committee within your Association to co-ordinate the work with refugees. It is important that the committee involves people committed to working with refugees - preferably with experience of working with refugees or young people in difficult situations.
10. Ensure your Association has budgeted correctly for the work with refugees. It is important to ensure that funds will be available to continue the work with refugees. Once refugee expectations are raised, it is imperative not to disappoint them.
11. Once at the refugee camp try and ensure that UNHCR introduce you to the relevant authorities in the camp including government agencies, NGO's, refugee welfare committees, refugee women's groups, security organisations and religious and community groups.
12. For security reasons, always inform UNHCR and the government of your presence in the camp.
13. Establish a good working relationship with NGO's in the camp and their headquarters in your capital city. NGO's in the camp work at community level and have a lot of experience in working with refugees.
14. Ask to see copies of surveys that have been conducted in the refugee camps and read them before planning activities. If you feel that there is information you will need that is not available, you will need to carry out your own survey. You will need to co-ordinate with UNHCR and other agencies to get their support before carrying out your own survey. You will be asked not to duplicate existing programmes, so it is important to have an open mind about what you will do in the refugee camps. UNHCR may advise you about what areas of work would be most appropriate for your Association. You may also be able to conduct your activities within a NGO's existing programme. As the NGO is already established in the camp and has knowledge about refugee needs, this will help you to implement your programme more efficiently than if you are doing it alone.
15. Once your programme has been decided upon and agreed with the refugees, UNHCR, NGO's and within your Association, you should draw up a Memorandum of Understanding with all the organisations involved in the implementation of your programme. The Memorandum of Understanding should clearly state the roles and responsibilities of each organisation.
16. You will need to recruit leaders to begin your activities. Ask UNHCR or a relevant NGO to hold a meeting with women teachers, women's groups, community leaders or health workers to introduce them to Girl Guiding/Girl Scouting and explain what you would like to do at the camp. Explain how Girl Guiding/Girl Scouting will benefit them and the girls who participate and also how the Girl Guides/Girl Scouts will be involved in the community.

17. Involve all those women who are interested in becoming leaders. Invite them all to a training session to introduce them to Girl Guiding/Girl Scouting in more depth. You will need to carefully explain the voluntary nature of Girl Guiding/Girl Scouting.
18. Provide everyone with their own set of training materials. You may need to adapt your training materials to make them more suitable for refugees to use.
19. Develop a timetable for follow-up training and support so the refugee leaders do not feel isolated. Where possible involve them in training sessions and exchanges with non-refugee Girl Guide/Girl Scout leaders.
20. Ask the newly trained leaders to advertise Girl Guiding/Girl Scouting within their communities and to recruit girls to start a Girl Guide/Girl Scout unit. Refugees are often enthusiastic about learning new things and taking part in new activities. This is especially true of girls who may have few opportunities open to them within the camp. It is important to harness this enthusiasm. Ensure that the leaders have enough support to run the Girl Guide/Girl Scout units, as the working methods may be new to them.
21. Once the leaders feel able to run a Girl Guide/Girl Scout unit, girls can be recruited and Girl Guiding/Girl Scouting begun. Refugee girls feel that it special to be Girl Guides/Girl Scouts. It offers them a place to meet and “let go” and gives them the opportunity to discuss their problems. It is important to recruit not only girls that go to school, but also out-of-school girls.
22. Make a work plan with the refugee Girl Guide/Girl Scout leaders to ensure that they understand the support you will provide for them. Ensure you keep to the work plan so that the refugee leaders receive the support they need.
23. Refugees have few resources, so they will need assistance in the provision of basic equipment, uniforms, badges and materials. Materials may need to be adapted for refugee girls and young women. You may need to recruit interpreters to interpret for you in the local language during meetings and also when producing materials for refugee girls and young women.
24. For your programme to succeed, it is essential that you have community support. You will need to work within the existing community structures. If you have the support of the respected members of the community, it will greatly help in sensitising the community to your programme.
25. It is essential that the community understands your programme and believes that it will not undermine their culture or traditions.

26. It is important to explain right from the beginning, that the benefits your programme brings are not material or financial. If the community expects material benefits that you cannot deliver, they will be frustrated and the programme will be undermined. You will need to explain the benefits your programme does bring, such as practical skills.
27. Girl Guide/Girl Scout leaders will probably need to counsel the refugees in their group as part of the programme of activities. A good counsellor is compassionate and non-judgemental, is aware of verbal and non-verbal communication skills, can provide information and respects the needs of the girls and young women in her Girl Guide/Girl Scout group. Effective counselling requires understanding one's own values. These should not be imposed, promoted or displayed to the Girl Guides/Girl Scouts to influence them unduly.
28. Girl Guide leaders acting as counsellors should ensure they provide:
 - Information - to help Girl Guides/Girl Scouts make decisions and inform them of relevant services available within the refugee camp;
 - Privacy - to have a private environment during counselling;
 - Confidentiality - to be assured that any personal information will remain confidential;
 - Dignity - to be treated with courtesy, consideration and attentiveness;
 - Continuity - to be able to continue to receive counselling.

You may need to include training in counselling skills as part of your training and follow up package for refugee Guide leaders.

29. The following are characteristics of successful programmes with refugees.
 - They have community support;
 - They are integrated within any existing programmes;
 - They are relevant and accepted by the community;
 - They support and respect the refugees' culture;
 - They are based on a needs assessment carried out before the programme begins;
 - They are community based and owned by the community;
 - They have adequate funding;
 - They are sustainable;
 - They have the support of other organisations within the refugee camp.

You can refer back to this checklist when implementing your programme. If your programme has all the above characteristics, it has a good chance of success.

30. Keep the World Bureau, WAGGGS informed of your work with refugees. The World Bureau can put you in touch with other Girl Guide/Girl Scout Associations working with refugees for you to exchange experiences. Good Luck!

4. Exploring Ways of Work

People-Oriented Planning (POP)

People do the best job possible in providing protection and assistance to refugees if they can identify the important facts about any group of refugees and organise that information in a way that can be used to make planning decisions.

Refugee groups are not the same

The POP framework is a tool developed by UNHCR to assist with planning and involves three steps:

1. Refugee Profile and Context;
2. Activities Analysis;
3. Resources Analysis.

The purpose of POP is to assist refugee workers to improve participation and access of all refugees and particularly refugee women to all programmes. It involves analysing the socio-cultural and economic factors in a refugee society which can influence the success of planned activities.

Refugee Profile and Context

Determining a refugee profile involves finding out about the composition of the refugee group before and after they become refugees. Who are the refugees? Are they families or individuals? Male or female? Young or old? When you know who is in the refugee population, you can begin to examine the context within which refugees conduct their daily lives; roles and responsibilities of women and men before and after they become refugees; basic resources that the refugees used and how this has changed.

Some of the factors you may consider are:

- community and social norms;
- religious beliefs;
- economic conditions;
- attitudes to development/assistance workers.

Activities Analysis

Among the refugees, who does what? How strictly defined are these roles? This information should be linked to the refugee profile. If refugees are mostly women, the jobs that men normally do cannot be done in the usual way.

When and where do they do it? - seasonally, daily, weekly and where? The location and times of jobs are important since these will affect whether refugees will be able to participate in other programmes or get access to resources and services provided for them.

The table below is an example of an Activities Analysis, which can be carried out for both the Pre-Refugee experience and the present situation.

Activities	Who (Gender/Age)	Where	When/How long
Production Goods e.g. carpentry			
Agricultural Tasks e.g. planting			
Household Production e.g. childcare, water collection			
Protection e.g. of unaccompanied children or single women			
Social/Political/ Religious e.g. community meetings/ceremonies			

Resources Analysis

What resources did refugees control and use before they became refugees and what resources do they control and use now? These include material resources such as money, animals, land, housing, tools and invisible resources such as education, income generating skills, cultural ties, time, labour etc.

After completing the analysis you will become clearer about which resources exist, which have been lost, what have been acquired, whose activities have been most affected. With this information you can ensure that the activities you plan do not further disadvantage a group which has already suffered loss.

The table below provides an example of an attempt to collect information about control and use of resources. You could adapt this according to your own knowledge of the refugee group and the nature of your planned activities.

Lost		
Resource	Who Used (Gender/Age)	Who Controlled (Gender/Age)
e.g. land livestock shelter tools education system healthcare income		
Brought by Refugees		
Resource	Who Has (Gender/Age)	Who Uses (Gender/Age)
Skills e.g. political manufacturing carpentry sewing cleaning animal husbandry Knowledge e.g. literacy teaching medicine/health		
Provided to Refugees		
Resource	To Whom (Gender/Age)	How/where/when through males, females, adults?
e.g. food shelter clothing education legal services health		

Value of the Framework

The POP Framework is useful in reminding us that refugees are active, productive and resourceful people rather than merely passive victims of a disaster or persecution. It reminds us too that there are gender and age divisions in role, responsibilities and resource allocation and that these can be profoundly affected by the circumstances faced by and assistance offered to refugees. The Framework does not give answers about which programmes are best but it does provide insights that can improve the efficiency and effectiveness of the international assistance provided to refugees.

The following examples offer some guidelines in how you might use POP in planning a number of activities:

- for food delivery;
- in education and training programmes;
- for employment and income generation activities.

1. Using POP in Programming for Food Delivery	
Goal To get the right kinds and amounts of food to all the refugees in the most efficient way possible.	
The Right Kinds What you need to know	<ol style="list-style-type: none"> 1. Cultural background, e.g. food taboos. 2. Cooking/food preparation conditions, e.g. limited fuel or water. 3. Refugee profile, e.g. who normally prepares food and are they still part of the group? 4. Activities analysis. 5. Resources analysis, e.g. availability of utensils.
The Right Amount What you need to know	<ol style="list-style-type: none"> 1. Numbers. 2. Refugee profile e.g. are there more of one 'group' within the population with specific needs e.g. growing young men will need more food than children. 3. Context.
To All the Refugees What you need to know	<ol style="list-style-type: none"> 1. Refugee culture. 2. Refugee profile. 3. Activities analysis. <p>In general food distribution is more likely to reach all refugees in an equitable way when the usual, pre-refugee systems for food allocation are used. Often this means that women - who are usually responsible for food in their families - should be centrally involved in food distribution in refugee settings.</p>
Problems that Arise	<p>The following are typical problems that arise in food programming:</p> <ul style="list-style-type: none"> • young women must provide sexual favours for food; • men do not know how to cook; • foods that are culturally inappropriate; • weaker members of society cannot get access; • pilfering means that those who come last get least.

2. Using POP in Programming for Education and Training	
Goal To provide appropriate education and training opportunities for children and adults.	
What you need to know	<ol style="list-style-type: none"> 1. Refugee profile 2. Activities analysis 3. Culture 4. Resources analysis
Why you need to know this	The timing of training and education courses can become a barrier to participation. Often schooling is not provided in the language of the households.
Key problems that arise	<ol style="list-style-type: none"> 1. Girls do not go to school because of other jobs they have to do. 2. Girls do not go to school because their parents do not consider it safe. 3. Girls begin school but stop after a few months. 4. More men than women receive training in basic literacy. 5. More men than women are involved in employment training programmes. 6. In repatriation situations, women heads of households are most vulnerable because they have limited income generating skills.

3. Using POP in Programming Income Generating and Employment Activities

The Situation

Experience shows that male rather than female refugees are hired for the majority of construction and managerial jobs in camp.

When income-generation projects are started up, those that require capital and interaction with customers (e.g. brick-making) are more often directed toward men while those that involve modest inputs and are carried out informally (e.g. handicrafts) are directed toward women.

Activities analysis often supports this kind of division of employment between men and women. However POP raises several other issues for consideration.

Who needs income and why?

1. Refugee profile
 2. Resources analysis
 Information gained from the above can point to a need to expand employment and income-generating opportunities beyond the traditional role.

What kind of employment? Where? When?

1. Activities analysis.
 This helps planners of employment programmes schedule them so that they benefit the people for whom they are intended.

Who really does this work traditionally?

1. Activities analysis.
 Most refugee programmes that involve reforestation hire men rather than women. Yet experience shows that when women are employed, they plant more trees and more survive and grow. This reflects the deeper concern about conservation felt by those who are traditionally in charge of final collection.

Getting Information for POP programming

There are five main ways to get information and they should be ongoing:

Observation: see what people are doing and listen to them.

Common Sense: this will tell you a lot about needs if you know the reason for the refugee flight, but always check your assumptions.

Simple surveys: walking through the camp, asking questions and visiting homes can provide a sufficiently accurate data base.

Registration: this data is probably recorded already and is essential to review the family composition of refugees and for a consideration of how it affects delivery of resources, services and protection.

Expertise: often there are people around who can be asked about special cultural factors and traditional activities.

Evaluating and using information

Take the following steps to make your information as accurate and useable as possible:

Record information received, including source and date received.

Evaluate information to see if it is consistent.

Update information on a regular basis.

Integrate information into a 'bigger picture'.

Involve refugees in developing recommendations.

Don't generalise from information relating to only one part of the population or found in one locality.

Avoid hasty actions resulting from initial or incomplete information.

Consult with others working in support of refugees.

Refugee Participation

It is widely recognised that getting refugees - women, men and children to participate in the design and implementation of the programmes that serve them can increase both the efficiency and effectiveness of those programmes. Sometimes it can be very difficult to find ways to involve refugees appropriately. However, failure to involve refugees will ultimately lead to several consequences:

- increased lethargy on the part of refugees;
- cost increases;
- decrease in communication.

People often have preconceived ideas of what community participation really means. It is important that you develop an understanding of what **you** mean. Here are some questions to explore:

- Participation - what do you mean?
- What kind of participation, by whom? In what form? In which roles? For what purpose?
- Who will benefit and in what way?

- What needs to be done in order to get that kind of participatory process going?
- What changes will indicate to you that the participatory process is effective?

The following guidelines may be of help as a checklist against which you could assess your own work programme.

- The activity in which you are involved was defined by the refugee community as a response to a problem they identified themselves.
- The primary beneficiaries of the activity are the refugees themselves.
- Refugees are fully and actively involved in every part of the activity.
- Powerless groups of people - the exploited, the oppressed, the marginal have not been excluded.
- The activity encourages a greater awareness in refugees of their own resources and mobilises them for self-reliant development.
- You have a sense that the participatory process you have employed has provided a more realistic analysis of what is needed and what is possible.

Developing effective participatory skills

To work effectively in a participatory way requires a whole range of skills, particularly analysing skills (solving problems and making decisions), communicating skills (giving and receiving information) and influencing skills (particularly teaching and motivating). Some tools for analysis have been shown above in the discussion of the POP methodology but what about communication and influencing?

Principles of good communication

We all communicate all the time by words, action and behaviour, but the messages may not always be received. There are many similarities in the ways people communicate as well as significant differences rooted in culture, gender, age, education, self-confidence and the environment in which the communication occurs. Being aware of the potential barriers to communication is as important as being clear about what you want to communicate. Potential barriers include language, fear, prejudice, interruptions, haste, status and poor listening among many others.

There is no right way to communicate. The most appropriate methods will depend on what is communicated to whom and why. A good communicator develops a "sixth sense" about how to behave and whether or not a message is being well received.

Why is leadership an important quality when working with refugees?

Good leaders have many powerful qualities. These can be enormously important in situations where the needs of the weak and vulnerable need to be represented and where those with greatest need are to be encouraged to rebuild their self confidence.

Good leaders:

- apply a good level of intelligence and knowledge in specific situations;
- respect and value all people and have an empathy with them;
- establish genuine team working;
- are a member of the team as well as leader of it;
- analyse logically, think rationally, act intuitively, take risks;
- inspire, enthuse and motivate;
- communicate freely, openly, appropriately and effectively;
- set high standards of integrity, honesty and ethical behaviour;
- recognise shortcomings, help others, but are prepared to take action;
- are approachable and talk with people in a non-threatening way;
- listen and learn;
- possess toughness, drive and the determination to succeed;
- have the wisdom to know when to do nothing.

How do good leaders motivate others?

Motivating is a vital aspect of helping others. It helps people build commitment to making improvements in their lives. It is not difficult to imagine the reasons why refugees feel demotivated about their own ability to improve their lives - but there are ways you can help.

- Practice open communication and involve people in discussions;
- Inform people about change and development and results achieved;
- Develop targets and goals which encourage commitment and initiative;
- Encourage individual development through one to one coaching, creative thinking and taking of responsibility;
- Give praise and recognition for tasks accomplished and reward achievement.

Your own attitudes will also have an influence on how well you are able to motivate others. If you allow things to get on top of you, you may become demotivated and unwillingly communicate this to others through your behaviour. But if you believe in a positive way, this will act as a motivator to others. You can demonstrate your positive outlook by:

- being enthusiastic about the work in hand;
- encouraging people;

- being willing to help out when required;
- letting people know you are committed;
- listening to what people have to say.

Enthusiasm is an essential personal quality in motivating others.

The importance of good planning

WAGGGS Mission is to enable girls and young women to develop their fullest potential as responsible citizens of the world. Community development has long been recognised as a distinguishing feature of the Girl Guide/Girl Scout programme. The term community development involves different forms of working for change within the community. All such work must be planned if it is to achieve the desired result.

Planning is the process of defining what needs to be done, why, by whom, when and how. The aim is to achieve certain predetermined objectives.

Planning must answer the questions:

- What is going on now?
- What is likely to happen?
- What do we want to happen?
- Why?
- When must it happen?
- What do we need?
- Who will do what?
- Should we do it?

As described above, the more participative the planning, the more likely there will be:

- greater motivation;
- better understanding;
- more confidence;
- more realistic approaches.

Often when talking about planning people talk about project planning. How to plan and manage a project are the topics covered in a separate WAGGGS publication '*Project Management Guidelines*'.

Brief guidelines for project planning

The following guidelines offer a summary of the steps you might take in working with refugees. They can be adapted according to your own particular circumstances and experiences.

- 1 **Define the problems** - you need to be clear about why the project is needed.
- 2 **Select groups/people** - since it is impossible to work with everyone in the community at the same time, it is best to begin small. Start with the groups/families in the area where you carried out your needs assessment. Selection will also depend on the type of project.
- 3 **Set objectives** - state the purpose of the projects in terms of the results you hope to achieve and not only how you will achieve these results.
- 4 **Feasibility** - check that the project is a practical and appropriate one and that it will bring the expected benefits. Feasibility factors to consider might include:
 - community interest;
 - the availability of resources;
 - any training that will be required;
 - marketing possibilities;
 - transportation issues;
 - simple technology;
 - maintenance of facilities/equipment;
 - organisational needs;
 - long-term effects;
 - effect on workload and other activities;
 - possibility of repeating the project;
 - effect on people not included.
- 5 **Activities of the project** - define the practical tasks that have to be carried out to achieve the objectives, then list them.
- 6 **Duration** - set out a realistic time frame within which the project can be completed.
- 7 **Resources** - in checking the feasibility of the project, you determined possible resources e.g. people, materials, equipment and funds that would be required and you have an idea of what is available locally. Now that you have set out project activities, you know even more specifically the resources needed. List down what you have and what you will require.

- 8 Budget** - on the basis of determining what resources are available and those required, you will find it easier to prepare your budget. The budget is a written financial plan.
- it shows the sources from where finances will be obtained.
 - it sets out a realistic estimate of all the costs that will be involved. Cost estimates should be broken down into categories (e.g. equipment and materials, transportation, etc.)
- 9 Support** - specify which agencies/organisations will be co-operating in the project and the specific support they will give.
- 10 Work Plan** - now that you are clear about the objectives, know what has to be done, the resources available, the support possible from other agencies, you are ready to draw up a work plan. This is a plan of action for the project and sets out in sequence:
- when
 - where
 - how
 - by whom.

Make sure everyone understands the work plan and the tasks allocated to them.

Keep in mind the special skills and abilities of people when allocating responsibilities to them.

Make sure that you are realistic about what can be achieved within the context of people's other responsibilities.

Other activities you may need to be involved in at this stage include:

- writing a project document for funding;
- supervising the project;
- reporting to others.

Finally

This section of the Guidelines has given some idea on problem analysis, participatory approaches and project planning. They offer a starting point for thinking about how you might use the modules that appear later in this pack.

5. How to use the Training Modules

These guidelines are followed by four 'stand-alone' training modules that can be used by the reader to support her work with refugees or as a tool to train others. In either case, they emphasise a participatory approach with an emphasis on building self-confidence and self-reliance in others. In other words the modules have been designed with the understanding that although we can offer help and support, self-confidence is built from within and is encouraged by direct involvement in development actions. It follows that one way of making a difference is to encourage people who benefit from these modules to adapt and use them with their peers.

The appropriate use of the modules will depend very much on the facilitation skills of the trainer. What is good facilitation? Facilitation means to make things easy. We are constantly facilitating in all aspects of our lives. Good facilitators tend to have the following characteristics - they are non-judgemental, highly observant, give feedback and remove obstacles, develop rapport and empathy, can work out how a group develops and interacts and work within this framework.

It is impossible to give more than some key pointers about good facilitation here but they may be useful in helping you use the modules effectively. Some useful non-verbal facilitation skills include:

- Maintain eye contact with everyone in the group as you speak. Don't appear to favour certain people in the group;
- Sit at the same level as people and move around if necessary. Avoid pacing or standing in front of people. Address the group from a place where you can easily be seen;
- React to what people say by nodding, smiling, or other actions that show you are listening.

Some useful verbal facilitation skills are:

- Ask questions that encourage responses. Open-ended questions help: "What do you think about..." "Why..." "How..." "What if..." etc. If a participant responds with a simple "Yes" or "No", ask "Why do you say that?"
- Ask the other participants if they agree with a statement someone makes;
- Be aware of your tone of voice and speak slowly and clearly;
- Be sure the participants talk more than you do;
- Don't answer all questions yourself. Participants can answer each other's questions. Say, "Does anyone have an answer to that question?"
- Paraphrase by repeating statements in your own words. You can check your understanding and reinforce statements;
- Summarise the discussion. Be sure everyone understands it and keep it going in the direction you want. See if there are disagreements and draw conclusions;
- Reinforce statements by sharing a relevant personal experience. You might say, "That reminds me of something that happened last year..."

Two key skills in good facilitation are 'listening' and 'asking questions'. Listening is a process of receiving and interpreting communication; it takes place at a number of different levels. It is important to be able to understand not only the content of what people tell you but also the attitudes and feelings that lie behind their words. This demands a high level of active listening.

Use 'Hints for better listening' below as a checklist to review and improve your own performance as a listener. You can also use it to brief or train others. 'Hints for asking better questions' which follows outlines ways of phrasing questions to obtain the information you really need.

Hints for better listening

Identify your listening objectives.

- What outcomes do I want from this communication?

Prepare physically and mentally - listening is a demanding activity.

- Ensure you are in as comfortable a position as possible and try to avoid holding important discussions when you are tired.
- Try to clear your mind of other distractions.

Think about other people.

- How might my appearance and manner influence what they say?
- What are the speaker's objectives? These may be presented directly "I have a problem getting sufficient water" or indirectly "Did you hear that some women get more food than others in this camp"?

Identify the main points of the message.

- You won't remember every detail, but look for the central idea.
- Points that are repeated are usually important, even if you don't immediately see their relevance.

Pay attention to non-verbal behaviour.

The speaker's movements, eye contact and pauses can tell you about:

- why they said that;
- how they feel about saying that;
- what the speaker feels about him/herself;
- what the speaker feels about you;
- what has not been said.
- Is the information presented rationally?

Show acceptance.

- Guard against your own emotional reactions to and judgements about the speakers (their appearance, language, ideas and so on).

Check your understanding of the communication.

- Ask specific questions (e.g. 'Can you give me an example of that?')
- Summarise by using your own words to express what you think the speaker means.
- Don't make judgements until you are sure you understand the intended message.

Review the main points.

- Summarise the main points as you listen.
- Use a key word or phrase to remember them.
- Restate your understanding to the speaker.
- With the speaker's prior agreement, make brief notes about the conversation.

Evaluate what you hear.

- Distinguish fact from opinion and consider the speaker's values and motives.
- Is the speaker in a position to see and say what she or he claims?
- Does the speaker have a particular interest in giving this information?
- Does the speaker provide relevant, adequate, accurate evidence for what she or he claims?
- Is the reasoning acceptable?

Hints for asking better questions

Different types of questions will elicit different types of responses. You must be clear about the type of response you need.

- specific factual answers;
- *or* a broad range of ideas and suggestions;
- *or* attitudes and feelings about an event or situation.
- Try to phrase questions positively (e.g. not 'Why won't this plan work?' but 'What difficulties would we have to overcome if this plan were to be implemented?').
- Prepare questions in advance of the discussion, meeting or interview. Try them out on friends first.

Types of questions

Closed questions ask for specific information and often encourage a brief response.

They are *good* for establishing single facts (e.g. 'How many years schooling did you have?').

They are *not good* for eliciting thoughts and ideas (e.g. 'Do you think you need help in how to manage community meetings?').

Open questions are less specific and do not suggest a particular type of response.

They are *good* for getting started, letting the speaker tell you what she or he thinks is important (e.g. 'What would help you manage community meetings more effectively?').

They are *not good* for dealing with over-talkative speakers or those who cannot keep to the point.

Probing questions follow up information, which has been given, in order to clarify or elicit more specific information.

They are *good* for filling in the details (e.g. 'How do women get enough food each week? Who is responsible for collecting food each week?').

They are *not good* at the beginning of an interview or discussion when the speaker might be nervous.

Leading questions ask for confirmation of information or a viewpoint held by the questioner.

They are *not good* in most situations, because a leading question can manipulate the speaker into giving a response which matches a conclusion you have reached before asking the question (e.g. 'A training course on nutrition would help you wouldn't it?').

But they are *good* for helping people to discuss an uncomfortable topic (e.g. 'I sense that many of you are uncomfortable talking openly about some of the problems you are having with camp officials. Am I right?'). If the group confirms your assumptions, you can then ask why individuals feel uncomfortable.

Reflective questions reflect back to the speaker the content and feelings of their previous responses.

They are *good* for helping people to think through what they are saying (e.g. 'You didn't seem to enjoy the beginning of the discussion. Is that right?').

Paraphrasing means using your own words to express what you think the speaker means.

This is *good* for checking your understanding of what has been said. See 'Hints for better listening'.

Time and Materials needed

Remember to allow time for preparation and for analysing results as well as for the process of listening and asking questions.

Advantages of listening and questioning

- Easily integrated with other activities;
- Can have a positive influence on relationships, learning and performance;
- Can be quick and flexible;
- Inexpensive.

Limitations of listening and questioning

- Asking questions, particularly about uncomfortable issues, requires sensitivity and skill in managing responses;
- Active listening is mentally and physically demanding;
- Inadequate preparation will reduce the amount of useful information obtained.

Good facilitation will make the use of the modules most effective. There are four in total.

Module 1 explores **Cultural Identity**. This offers individuals and groups the opportunity to inform others about their own social norms and the changes that have been brought about by their refugee status. It allows adults a chance to transmit a sense of cultural identity to children who have been removed from their environment of origin. It allows people to share and reinforce information about their own heritage and encourages pride and respect for others. These issues are extremely important to people who have been torn from their homeland and their traditional way of life. The module also offers the chance to record or document culture in the form of songs and stories that describe earlier village life.

Module 2 is called **Skills for Living** and offers an opportunity for refugees to record their own life skills, knowledge and traditional solutions. It offers the opportunity for you to work with refugees to record the changes they experience and to encourage technological motivation within the community rather than outside it.

Module 3 focuses on **Ways to Earn Income** by helping you to work with refugees to choose an activity, assess its feasibility, organise support and get started.

Module 4 specifically addresses issues faced by **Young People** and covers such topics as what it means to be a girl, what hopes girls have for the future, how to communicate with adults and how to better understand the perspectives of the wider community. Your experience in using these modules will be the means by which they can be further developed and improved.

Module 1

Exploring Cultural Identity

Introduction

It is all too easy in the search for broad conclusions and solutions to pressing problems of day to day living to view individual refugees as belonging to a target group where the energy for improvement will be provided by outsiders and will be accepted without question. This view however, misses or dismisses the fact that it is the individual who is the primary actor in shaping his/her own life and as such any assistance offered must be acceptable within the cultural context in which the individual defines him or herself. There has often been a neglect by well-meaning donors and supporters of these social norms and values. Yet, there may be many factors in the traditions and practices of refugees that will directly affect your planning. Specifically, you need to know:

Are there any deeply held, traditional and/or religious beliefs that will affect:

- your access to certain groups of refugees;
- what food is suitable;
- how water should be arranged;
- whether income-generating options are acceptable;
- roles and responsibilities.

The POP framework described earlier can help resolve some of these issues.

But cultural traditions must not be viewed in a negative constraining way. Much of this module is about encouraging people to talk about their cultural values, share them with others and rekindle pride in who they are. In this way, others can be encouraged to see refugees not only as they are, but also as they were.

Inevitably, however, refugee status will bring with it a need for cultural adjustment. There are several factors to consider when involving yourself in the process of cultural adjustment assistance:

The Meaning of Culture

Culture means much more than language or social traditions. Culture is the way a people express themselves, the way they move, the way they approach problems and the way they organise themselves. It is influenced by such things as historical events, geographic surroundings and religious beliefs. Culture is reflected in architecture, art, literature, institutions and modes of dress.

While a person's culture may be identifiable, it rarely can be confined to internationally recognised boundaries. As a result, refugees from the same country may not share a common cultural heritage. Nor does the fact that they are "women" and "refugees" necessarily unite them. Recognising such differences is very important.

Avoiding Stereotypes

The avoidance of stereotypes necessitates that women refugees be asked to tell about their life in their home country, their experiences in flight and their expectations for their futures. Understanding where a woman has come from can help to illuminate the difficulties she may encounter in trying to adjust to a new life-style.

For example, a woman who has never worked outside the home, and for whom it would have been considered improper to do so, may have problems seeking and maintaining employment upon resettlement. Conversely, a professional woman refugee who had been politically active in her country may find the almost inevitable loss of job status and lack of political participation in exile exceedingly demoralising. What would be helpful to the first woman in adjusting could be entirely inappropriate for the second.

Types of Barriers to Successful Adjustment

It is also important to know what the woman herself wants to accomplish in the country of resettlement. Often the willingness to adjust is related to how long the woman believes it will take before the situation at home is safe enough for her to return. A woman who perceives that her stay in the resettlement country will be relatively short, may resist adjusting to new ways of thinking and behaving.

There are many possible barriers to successful cultural adjustment. Below are some of the main ones. You should be aware of these and be willing to acknowledge others throughout the process of working alongside refugees.

1. Barriers within the host society/refugee camp

- (a) Racial intolerance;
- (b) Sexual and cultural discrimination;
- (c) Lack of recognition of professional qualifications;
- (d) Unemployment;
- (e) Refugees seen as a privileged group or receiving special treatment.

2. Individual or personal barriers

- (a) Family conflicts;
- (b) Trauma suffered in flight;
- (c) Illiteracy;
- (d) Lack of language skills;
- (e) Religious constraints;
- (f) Shift in class status or role in community.

Remember that a refugee woman or girl does not arrive in a country as a new person. She brings with her a lifetime of experience and values that will influence the ease with which she will adjust to her new environment. Refugee women/girls are resourceful. They have

managed to survive against tremendous odds. It is their strengths that should be the basis for all assistance. Recognising that each person has a unique set of problems and endeavouring to understand each person's particular history is critical.

The activities in this module have been developed for use by anyone working with young people or adults on issues of cultural identity. The activities are designed to be as flexible as possible and how you wish to use them is up to you. Before you start, read through all the activities to gain an overall picture and what the possibilities for using it are. Note that some of the activities assume that participants are literate while others do not. You will need to use your judgement about which are most appropriate or can be adapted in each situation.

Activities 1-6 have been designed to encourage intercultural learning and exchange; activities 7-11 work with the images we have of people's cultures, countries or social origins different from our own; activities 12-15 explore the social and economic, cultural or educational factors that lie behind discrimination and exclusion; activities 16-19 encourage people to act to bring about change based on values of equality and the acceptance of "difference".

EXPLORING CULTURAL IDENTITY

ACTIVITY 1 : MY CHILDHOOD

There is a child inside each of us and surely we have all had a childhood. How was it? Looking at one's childhood is a very exciting way to understand and respect others.

This is a discussion activity.

Issues addressed:

- Equality and diversity;
- The cultural similarities and differences between people;
- That so-called "cultural differences" are not only cultural but also economic, social and political.

Aims

- To learn about the different ways each of us has grown up;
- To understand the social and economic differences which underlie each person and society;
- To generate empathy and understanding between the members of the group.

Time 45 minutes

Group size Any

Preparation

- Nothing special, but the group should already be familiar with each other.

Instructions

1. Explain the purpose and aims of the activity.
2. Ask people to get into groups of 4-6 to talk about what they did during their childhood. Suggested questions include:
 - At what age did you first go to school?
 - Who else lived in your family?
 - Did you attend Sunday school or have some other kind of religious education?
 - Did you work when you were a child?
 - What kind of games did you like to play?
 - Which were your favourite?
 - Did you have to take care of your brothers and sisters?

Continued...

ACTIVITY 1 continued ..

Debriefing and evaluation

Ask the participants to say what they found interesting in this exercise and then to compare the different sorts of childhoods they had and the relative influences the prevailing social and political environment had on them.

Ask people to reflect on their own childhood and say whether they think all children in their own neighbourhood had the same childhood experiences?

Tips for the facilitator

The main purpose of this simple group activity is to make participants realise that not everybody has the same chances in life and that even though they are perhaps neighbours they were growing up under different conditions. Furthermore, it fosters the understanding that difference does not come only from the colour of skin or religion.

Beware! This exercise should not be turned into a session for false psychoanalysis. Its purpose is simply to notice that, because of our families' background, the social and economic conditions, the place where we were born or where we moved to, we have different experiences and perceptions of life and the world around us. These conditions may influence the difference as much as culture does. In fact they are a part of our culture, just as much as religion, language or skin colour.

The type of questions addressed in the evaluation and debriefing have to be adapted to the type of people in the group.

No one should feel under pressure to disclose anything that would make them feel uncomfortable.

The activity can be made more lively if the participants illustrate their comments with photos or drawings.

EXPLORING CULTURAL IDENTITY

ACTIVITY 2 : MY STORY

Our lives are shaped by experience. However we are marked by some experiences or events more than by others. This activity compares the experiences and explores the diversity and similarities within the group.

Issues addressed

- Life stories;
- Cultural diversity;
- Things which influence people's lives related to their country, culture, relations or family.

Aims

- To raise curiosity and empathy about the other participants' cultures;
- To generate a critical approach to our own history;
- To create awareness of the diversity of history;
- To help participants to know each other better.

Time 30 minutes - 1 hour

Group size Any

Preparation

- A calendar on a board or large sheet of paper. It should be marked off in years and start at the year of birth of the oldest participant and end at the present;
- Felt-tip pen
- Divide participants into groups of 4-6.

Instructions

- 1 Ask each participant to think about three 'public' events that have marked their lives and then ask them to write their name against the year in which the events occurred. The events may be related to politics, history, sports, music, etc.
- 2 Then ask people to say why those dates are important, what they stand for and why they have chosen them.

Continued...

ACTIVITY 2 continued ..

Discussion and debriefing

Invite participants to say if they were surprised or shocked by any of the dates or events and whether they were familiar with all of them.

It also may be interesting to discuss how and why we attach importance to some events rather than to others.

Tips for the facilitator

In a multi-cultural group, the activity is useful to raise curiosity about our recent past and cultural influences and to encourage people to have greater respect for each other's beliefs and convictions.

Suggestions for follow up

We are shaped not only by where we live and by events, but also by our families and their history. How much do you know about where your parents and grandparents came from? You may be quite a mixture of nationalities.

Find out more using 'Tree of Life' (Activity 3).

EXPLORING CULTURAL IDENTITY

ACTIVITY 3 : TREE OF LIFE

Where do we come from? Where did our parents and grandparents come from? How many of our relatives have moved to other countries? This activity invites participants to explore their family trees.

Issues addressed

- Nationalism and ethnic “purity”;
- Empathy towards foreigners, immigrants and refugees;
- Personal and national identity.

Aims

- To make participants aware of their own reality and cultural background;
- To understand the relationships between ourselves and the world;
- To generate empathy with other people who have travelled or emigrated to another country and with minorities;
- To work upon participants’ identity and perceptions of the world;
- To raise curiosity about each other’s cultures;
- To notice social and cultural prejudice and biases;
- To understand “national” culture in a relative way.

Time

Part A : Planning the activity 30 minutes;

Part B : The research: a day or a week, depending on the time available;

Part C : Sharing the family trees: 30-60 minutes depending on the size of the group;

Evaluation : 30 minutes.

Group size 3 -20

Preparation

- An example of what a family tree looks like.

Instructions**Part A**

- 1 Explain to participants the concept of a family tree.
- 2 Ask if they have ever thought of making their own family tree or that if someone in their family has one.
- 3 Suggest participants go home and talk to their parents or relatives and try to draw up their own family tree as far back as someone in their family can remember.

Continued...

ACTIVITY 3 continued ..

- 4 Talk about what people should ask their family. For example, were there:
- Previous relatives who have emigrated to another country or moved to another town;
 - Relatives who came from another country as immigrants or refugees, or married into the family;
 - Relatives who are members of a minority (racial, religious, sexual etc.) or who married someone from a minority;
 - Relatives who had another religion, spoke another language, etc.

Part B

Give participants some time (from one day to one week, depending on how much time you have) to make up their trees.

Part C

Invite the participants to share their findings with the rest of the group. This can be done in different ways:

Participants show their trees, pointing out how far they went back in time. If they so wish, they can point out which relatives moved abroad or came from another country. It is important that participants tell only what they want to tell (no one should feel under pressure to disclose facts that they do not feel comfortable with)

or

Participants do not show their trees, but talk about facts they found out about their family that they did not know about before.

Debriefing and evaluation

Depending on the size of the group, this part of the activity can be done first in smaller working groups. Each group may then be given the task of reporting back on common things that they have discovered. Ask them to answer questions such as:

Why did your relatives move to another country (or immigrate into this country)?

Do you think it is normal to put up barriers to people's need to find other opportunities in other countries?

How do people feel if they cannot practice their religion, speak their own language or have fewer rights as a human being than other people?

Continued...

ACTIVITY 3 continued ..

Tips for the facilitator

Some questions and findings may be very personal and it may even happen that the participants' relatives do not want to tell their children facts that they see as unpleasant or dishonourable. For this reason, attention must be given to make sure that nobody feels under pressure to say more than they feel they want to.

Similarly it is important that there is already an atmosphere of trust in the group which allows for the differences to be put forward. Otherwise participants may be reluctant to share something about their families which they fear could lead to exclusion.

You will have to be prepared to give some ideas on how to make a family tree.

If you want to make it a competition, tell them that the further back the tree goes or the more branches or leaves (representing family members) it has, the better.

This is a good activity to make people aware of the fact that throughout history people have always moved from one country to another.

It often happens that young people, indeed most people, are unaware of their family background. We may be proud of our own past as a nation but are unaware of the fact that our ancestors have probably come from some other country or emigrated to other continents.

EXPLORING CULTURAL IDENTITY

ACTIVITY 4 : THE HISTORY LINE

History teaching, because of the way it is taught, often reinforces prejudices and stereotypes about other peoples or countries. Inter-cultural education should promote a reading of history that takes into account different perspectives. There is never only one truth.

Issues addressed

- Different readings of history and different interpretations of historical events;
- Ethnocentrism and nationalism;
- Empathy and promoting a broader vision of the world.

Aims

- To explore different perceptions of history and history teaching;
- To look for similarities in our education systems;
- To raise curiosity about, and empathy with, other people's cultures and histories.

Time 30 minutes - 1 hour

Group size Any size

Instructions

- 1 Invite each participant to think of five historical dates that are very important for their country or culture and to write their name on a calendar against each of the years.
- 2 When everyone has done this, ask them to say why those dates are important, what they stand for and why they have chosen them.

Debriefing and evaluation

Invite participants to say if they found any dates or events surprising or if they were familiar with all of them. If any events are unfamiliar to some participants, ask those who recorded them to explain. Discuss how and why we learn about certain events in our history and not others.

Tips for the facilitator

This exercise is likely to work better with younger groups than with older ones. It is particularly suited for multi-cultural groups although it can also work well with mono-cultural ones. In this case, it may be interesting to reflect upon what makes us remember some dates instead of others and what influences us.

Continued...

ACTIVITY 4 continued ..

You may prefer to write the names on the calendar yourself rather than inviting each person in turn to write their own.

Variations

The activity can be adapted and used with a one-year calendar. Ask people to mark on the most important holidays celebrated by different countries, cultures, religions, etc.

Suggestions for follow up

Always be aware that what people tell you may not be the whole story. Work on developing a critical approach to what you hear and read. Keep on asking questions!

We learn attitudes towards others not only from what we are taught formally, for example in history lessons, but also informally by picking up bits of information from what people say and do.

EXPLORING CULTURAL IDENTITY

ACTIVITY 5 : NATIONAL HEROES

By exchanging information about their national heroes, participants can get to know each other better and have an insight into their different cultures and histories.

Issues addressed

- Heroes as elements and symbols of socialisation and national culture;
- Different readings of history;
- Differences and links between people from different cultures and ethnic backgrounds.

Aims

- To help participants become aware of different perspectives on shared historical events and the heroes associated with them;
- To raise participants' curiosity about the history and heroes of other cultures;
- To be self-critical about one's own national history;
- To work towards a universal vision of history;
- To reflect about history teaching and the role of heroes.

Time 90 minutes

Group size Any size between 10 and 40 participants

Preparation

Flip chart and markers;

Paper and pencil for the participants.

Instructions

- 1 If the group is large, divide the participants into groups of 5 to 6. Start by asking people individually to think about their most important national historical heroes, particularly those whom they personally appreciate or are proud of. It is important to stress, especially if the group is multi-cultural, that the heroes do not have to be of their present country of residence, but that they can be of their country of origin or of their parents' country of origin. Allow five minutes for this.
- 2 Now ask the members of each group to share their choices and to say why those people are, or were, important for their countries. Allow sufficient time for a real exchange of information and questioning.
- 3 Ask each group to list on a flip chart the names of heroes, their nationalities and, if appropriate, what was their most important achievement. Back together, ask each group to present its flip chart to the other groups. This can be presented without a flip chart if participants are illiterate.

Continued...

ACTIVITY 5 continued ..**Debriefing and evaluation**

- You should note down which heroes, if any, are mentioned more than once or appear frequently. Ask people to say if they enjoyed this activity and then focus the discussion around the following questions:
- Was anyone surprised by any of the heroes mentioned? Why?
- Did everyone know of all the heroes who were mentioned?
- What are national heroes usually famous for? What human values do they stand for?
- What makes us, or leads us to, appreciate some heroes rather than others?
- Where did we learn to respect them and why?
- Do you believe that if they lived today, their values and actions would make them heroes?
- Do you think the heroes listed are universal heroes?
- Do you think that everyone would see them as heroes?

Tips for the facilitator

If the group is multi-cultural it may be interesting to compose the groups according to the origin of participants.

Secondly, if time allows and the atmosphere is suitable, the groups can make a short sketch of some historical event which made somebody famous. An element of competition can be added by asking the other participants to guess the identify of the hero.

The principle behind the activity, that heroes exist mainly within a specific national or cultural framework, works better if the group is multi-cultural. Age and gender differences in the group also will prove interesting.

You may contribute to the activity by doing some fact-finding about some well-known national heroes. Since many historical heroes are associated with some war or battle, it is always interesting to present the image of the hero from the point of view of the other side.

It might happen that most of the named heroes are men. If so, it will be interesting to ask why, and to link the evaluation with issues about sexism, both historically and at present.

Variations

A very interesting variation would consist of sharing the different national holidays in different cultures and countries. Why is a particular day a national holiday? The debriefing could follow as above.

EXPLORING CULTURAL IDENTITY

ACTIVITY 6 : SIMILARITIES

Issues addressed

- Any that you wish to work on

Aims

- To encourage physical contact;
- To help people to get to know each other;
- To raise awareness that in a group there are differences between individuals as well as things that are held in common.

Time 10 minutes

Group size Any

Preparation

- No special materials;
- A list of possible features to suggest if the players cannot think of any themselves;
- A large space.

Instructions

- 1 Ask one person in the group to start by thinking of two personal characteristics which they then announce to the group, such as “On my left side I am a girl, on my right side I have two brothers”.
- 2 Then call for someone else in the group who shares one of those characteristics to hold the first person’s right or left hand (according to the characteristic they have in common) and then add a characteristic of their own on the free side. For example: “On my right I am a girl, on my left I have brown eyes.”
- 3 Get all the members of the group to take a turn so that in the end you have a circle in which everybody is linked to everybody else.
- 4 If a stated characteristic is not shared by someone else in the group, ask players to negotiate another feature so that the chain is continued.

Tips for the facilitator

If the suggested characteristics tend to be repetitive, you may encourage the participants to come up with new ones. It is also best if the characteristics are not very simple. You could encourage the group to say visible characteristics (colour of clothes or hair), invisible or personal ones (hobbies, favourite food, favourite song to sing in the shower...), or others related to a topic (I think... I feel...about minorities, men or women).

This game must be played quickly so people don’t get bored while they are waiting to match up.

Continued...

ACTIVITY 6 continued ..

Creating a circle reinforces the group feeling. One can, however imagine other forms of playing it.

If the activity is used as at the beginning of a session or as an icebreaker we suggest that you join in and take the opportunity to participate fully with the group. This can help to breakdown barriers.

Suggestions for follow up

This activity will have shown you that there is a lot more to people than first meets the eye. Nonetheless, when we do first meet people we often make judgements about them based on what we can see.

EXPLORING CULTURAL IDENTITY**ACTIVITY 7 : FIRST IMPRESSIONS****Issues addressed**

- Personal identity;
- Stereotyping;
- How we make assumptions about people on the basis of very little real information.

Aims

- To compare how people differ in their initial impressions of others;
- To explore how our past experiences colour our first impressions;
- To become more aware of how our impressions affect our behaviour towards others.

Time 30 minutes

Group size 4 -12

Preparation

- Select pictures from magazines of people who have interesting/different/striking faces;
- Cut out the faces and stick them at the top of a piece of paper leaving plenty of space underneath. You will need to prepare one sheet per participant;
- Pencils, one per person.

Instructions

- 1 Ask the players sit in a circle and hand out one sheet to each person.
- 2 Ask them to look at the picture and write down their first impression of the person **AT THE BOTTOM OF THE PAGE**.
- 3 Then ask them to turn the bottom of the paper up to hide what they have written and to pass the sheet on to the next person.
- 4 Tell the players to look at a second picture and write down their first impression at the bottom of the page just above the turn-up, then to turn the bottom of the paper up again to hide what they have written and pass it on.
- 5 Repeat until the papers have been round the circle and everyone has seen every sheet.
- 6 Now unfold the papers and let everyone compare the different 'first impression'.

Continued...

ACTIVITY 7 continued ..

Debriefing and evaluation

- Talk about what happened and what you learnt:
- As a group?
- What surprises were there?
- What did you base your first impressions on?
- Describe and share instances when you have had a completely wrong first impression of someone.
- What happened as a result?
- What did this activity reveal about ourselves?

Tips for the facilitator

Before you start make sure everyone understands the instructions. It will be useful to demonstrate where players should write and how to turn the bottom of the paper up.

Keep the papers moving round fairly quickly, don't let people think for too long. It's their first impression you want.

Avoid choosing pictures of famous people or celebrities.

Try to include a wide variety of people including those of different ages, cultures, ethnic groups, ability and disability, etc.

Be prepared for some fierce arguments about attitudes. Depending on the group size comments may not always be anonymous. Do not let players criticise each other for their opinions but focus the discussion on the actual comments.

Variations

An alternative method which is good to use if you have a large group is to ask each participant to write their first impression on a numbered slip of paper, collect the slips up after each round and then read them out at the end.

EXPLORING CULTURAL IDENTITY

ACTIVITY 8 : LABELS

Issues addressed

- The effects of stereotyping

Aims

- To explore the relationship between what is expected of us and how we behave;
- To raise awareness of the effect of our own behaviour on others;
- To encourage discussion about the effects of stereotyping people.

Time 45 minutes

Group size 10+

Preparation

- Plain white labels about 5 cms by 2 cms one per person in the group;
- Write one characteristic on each label, e.g. irresponsible, witty, stupid, clever, clumsy;
- Decide on a task for the group e.g. design a poster co-operatively, plan an event, move furniture or have a discussion.

Instructions

- 1 Place one label on each player's forehead, but don't let them know what's on it.
- 2 Explain the task to the group. Make it clear that as they undertake the task they must treat each other according to the labels. For example, if someone has a label - lazy - on their forehead everyone else must treat them as if they are always lazy (but without ever using the word on the label! Don't tell them!).
- 3 Players should put their efforts into completing the task and treating the others according to the stereotype on the label.
- 4 At the end of the activity players may guess what their own label said, but this is not the main object of the game.

Debriefing and evaluation

This is very important so make sure you leave time for players to have their say. Start by asking people if they could guess their label and then go on to ask about the other aspects of the activity:

- How did each person feel during this activity?
- Was it difficult to treat people according to their labels?
- Did anyone begin to 'prove' their label i.e. did someone labelled 'witty' begin to tell jokes and behave more confidently? Or the person labelled 'lazy' stop helping or participating?

Continued...

ACTIVITY 8 continued ..

- What sorts of labels do we put on people in real life? How does it affect them and how does it affect the way we think about them?
- In real life who is given some of the labels that you used in this activity?
- Are they valid?

Tips for the facilitator

Be sensitive about matching people with characteristics. For example, if a member of the group is rather lazy it may not be appropriate to also give them that label. The aim of the game is not bring out into the open personal opinions about others in the group. Indeed this could be very destructive and should be avoided.

Be aware that this game can raise powerful emotions.

Suggestions for follow up

Look again at who does what in your group or organisation, try rotating the roles and responsibilities and don't make assumptions about who is going to be good at a particular job.

EXPLORING CULTURAL IDENTITY

ACTIVITY 9 : PORTRAITS

Issues addressed

- The identification of social success with economic success;
- How social and economic factors diminish or raise the possibilities of social success.

Aims of the activity

- To identify and analyse the basis of discrimination

Time Approximately 2 hours

Group size A minimum of 10 people, a maximum of 24

Preparation

- Large sheets of paper and coloured markers;
- Pens and sheets of paper for making notes;
- Tape to fix the picture to the wall.

Instructions

- 1 Divide the participants into working groups of a maximum of 6 per group. If possible there should be an even number of groups and not more than four.
- 2 Tell half the groups that they are to produce an “identikit picture” of someone who they consider to be a “social winner” in their society. Tell the other groups to produce an “identikit picture” of someone who they would consider a “social loser”.
- 3 Tell everyone to start by listing the characteristics of their person, for example, social-economical level, education, profession or occupation, sex, ethnic group, habits, leisure time activities and hobbies, ways of dressing, opinions, ideas and values, family background, life style, type of housing, spending habits, themes or areas of interest, etc.
- 4 Now tell the groups to draw an identikit picture of their person on a large sheet of paper. This drawing should depict all the characteristics that they listed. It is very important that the pictures are graphic representations and no use is made of words. Allow 40 minutes for this.
- 5 Then get the groups to exchange their pictures, so that the groups who had to draw a “winner” swap with those who drew a “loser”, and to interpret them. Allow 15 minutes for this.
- 6 Now display all the pictures on the wall where everyone can see them.

Continued...

ACTIVITY 9 continued ..

- 7 Ask each group in turn to present their interpretation of the drawing they received. The group who made the original drawing may not make comments at this stage.
- 8 Once all the groups have presented their interpretations, you may ask the groups who made the drawings to give their comments if they wish to add something. Allow 30 minutes for this.

Debriefing and evaluation

Allow approximately 30 minutes for the discussion. Ask the groups to identify and discuss the criteria by which society attributes social success and failure. The following questions may make the reflection and discussion easier:

- What are the main features of social success? And those of failure?
- What are the causes, the “roots” of success and failure? What factors determine the difference?
- Are the people represented in the ‘identikit picture’ found more often in some social groups, strata or classes than in others?
- Do people in all groups and social sectors of society have the same equality of opportunity to be successful?
- Who are in a more favoured, and who are in a less favoured position?

Tips for the facilitator

Some participants may express difficulties in drawing the ‘identikit picture’ because they say that are “not good at drawing”. You may encourage them and stress that nobody is searching for a masterpiece but rather to use a form of communication other than speech. You should also be prepared to help by giving hints on how the characteristics on the list may be represented graphically or visually.

In the discussion, draw out the point that if we identify social success with economic success we should be sure to realise that the person who is successful is not necessarily the one who achieves the greatest personal development or experience. They are only the one who manages to accumulate or earn the most riches. There is a saying ‘money isn’t everything’.

Continued...

ACTIVITY 9 continued ..

You could also consider what society could do about the social and economic factors which diminish the possibilities of “social success”, such as educational shortcomings or marginalisation due to factors such as the colour of the skin or belonging to a minority.

To follow on you could identify and analyse the basis for discrimination and exclusion of people or groups who are “different” due to their culture, origin, sexual orientation, language, etc. which means that from the start some social groups are at a disadvantage compared to others.

EXPLORING CULTURAL IDENTITY**ACTIVITY 10 : WHAT DO YOU SEE**

They say a good picture is worth a thousand words.

Issues addressed

- The perpetuation of stereotypes and prejudice through the media;
- The use and misuse of images to provide information and to evoke emotive responses.

Aims

- To explore how pictures are used in the press;
- To develop skills of critical analysis.

Time 45 minutes

Group size 6+

Preparation

- Collect 5 or 6 pictures from magazines and newspapers and mount each one on a separate large sheet of paper;
- Strips of paper, pens, glue;
- Pins or tape to attach pictures to the walls.

Instructions

- 1 Pin or tape the pictures on a wall.
- 2 Give participants strips of plain paper and ask them to look at each picture in turn and then to write two alternative headlines, one positive and one negative, on separate slips of paper.
- 3 When everyone is ready stick the headlines under the pictures.
- 4 Compare the headlines.

Debriefing and evaluation

Talk about what happened in the activity and what people learned.

- How many different interpretations were there of each picture?
- Did different people see different things in the same picture?
- When you read the papers or magazines, which do you look at first, the captions or pictures?
- To what extent do pictures show the truth of what happened in a situation?
- How do editors use pictures to convey information, arouse emotions, provoke sympathy, etc.

Continued...

ACTIVITY 10 continued ..

Tips for the facilitator

Try to find pictures that can be interpreted in different ways. This activity can be carried out verbally if working with illiterate or semi-literate women and girls.

Suggestions for follow up

Be more aware of how pictures are used in papers, in advertising and in charity appeals. Set the group a challenge to see who can find the picture that has been used in the most positive way and another which has been used in the most misleading way.

EXPLORING CULTURAL IDENTITY

ACTIVITY 11 : TRAVELLERS

Issues addressed

- Prejudice and limits of tolerance;
- Images and stereotyping about different minorities.

Aims

- To challenge participants' stereotypes and prejudices about other people and minorities and about the images and associations the text raises;
- To reflect on the perceptions different participants have of minorities;
- To raise self-awareness about the limits of tolerance;
- To confront the different values and stereotypes of the participants.

Time 90 minutes - 2 hours

Group size Minimum 5, maximum 40

Preparation

- Copies of activity sheet, one per participant;
- A pencil for each participant;
- A list of travellers - see tips for facilitators.

Instructions

- 1 Give a copy of the activity sheet to each person.
- 2 Briefly describe a scenario in which they have to travel with a diverse group of people and tell them to read the descriptions of the people travelling.
- 3 Now ask each person individually to choose the three people they would most like to travel with and the three they would least like to travel with.
- 4 Once everybody has made their individual choices, ask them to form into groups of four to five and to:
 - share their individual choices and the reasons for them;
 - compare their choices and reasons and check where there are similarities;
 - come up with a common list (the three pluses and the three minuses) by consensus.
- 5 In the full group ask each small group to present their conclusions including the reasons for their common choices. They should also say in which "cases" there was most disagreement within the group.

Continued...

ACTIVITY 11 continued ..**Debriefing and evaluation**

The debriefing and discussion will be based on the group's reports. Comparing the different results is a good way to introduce the discussion. You may continue by asking questions such as:

- How realistic are the situations presented?
- Has anyone in the group experienced a similar situation in real life?
- What were the major factors that determined your individual decisions?
- If the groups did not manage to reach common conclusions, why was this?
- What was most difficult?
- What factors prevented you coming to an agreement?
- Which stereotypes does the list of passengers suggest?
- Are the stereotypes in the descriptions given or in our minds and imagination?
- Where do we get these images from?
- How would it feel to be in a situation in which nobody would want to travel with you?

Tips for the facilitator

You will need to create a list of passengers adapted to the local or national situation of the group you work with. It is very important that some of the passengers' descriptions correspond to minorities that are familiar to the group including "invisible" minorities such as homosexuals, people with disabilities, someone who is HIV positive, etc.

In many cases the groups will not manage to come up with a common list. Do not emphasise this aspect of the activity especially as it may lead to a false consensus. It is equally interesting to check why it is difficult to reach a consensus on a matter like this.

It is important for everyone to respect each other's opinions and not attack people for their personal views. If some choices seem doubtful it is more relevant to discuss the reasons which lead to a particular choice rather than to question personal decisions. In fact both the participants and you, the facilitator, will be in difficult positions: it's very easy to turn this activity into a condemnation session! For this reason beware not to let the discussion develop into "who's got the least prejudice?" but rather to work on the fact that we all have prejudice.

It is also important to discuss and explore the fact that the description of the travellers is very brief, we know little about the personality or background of people. But isn't that the way we normally react to information in conversations or when meeting people for the first time?

EXPLORING CULTURAL IDENTITY

ACTIVITY 12 : ME TOO

Issues addressed

- The differences between people and the things they hold in common

Aims

- To get to know each other in the group;
- To show that we are all different;
- To show that we are also equal to others.

Time 30 minutes

Group size 10-12

Preparation

Select a space where there is room for everyone to sit in a circle

Instructions

- 1 Form a circle in which everybody sits down.
- 2 Ask each person to think of some personal fact or characteristic that they believe is unique to them and not shared with anybody else in the group.
- 3 Choose one person to start. They call out what their unique feature is, for example "I was born in Turkey".
- 4 If nobody shares this characteristic the next person calls out their unique characteristic.
- 5 If somebody else shares that characteristic they must jump up, shout "Me too" and sit behind the caller. If several people share the same characteristic they all sit behind the caller. Then everybody goes back to sit in their original places and the "caller" must again try to come up with a characteristic that is unique to them. When they manage it, it's the turn of the next person round the circle to be the caller.
- 6 The activity ends when everybody has called out something that differentiates them from the others.

Debriefing and evaluation

Talk about the game and how the players felt and then ask:

- Was it difficult to find things that differentiate us from the others?
- In real life when do we like or appreciate feeling unique and different and when do we like to feel similar to others?
- Think about the characteristics you chose; the things that separated you in this group, might you have them in common with other people in other groups?

Continued...

ACTIVITY 12 continued ..

Tips for the facilitator

This activity must be played fast. You may want to make a rule that participants have only 10 seconds to think. To keep the game going it is important that the number of participants does not exceed 10 or 12. If you are working with larger numbers you may have to create two or three sub groups.

It is recommended that you join the group just like another participant.

EXPLORING CULTURAL IDENTITY

ACTIVITY 13 : ODD ONE OUT

Issues addressed

- Majority -minority relations;
- Discrimination.

Aims

- To start discussion about different groups in society;
- To raise awareness about prejudice and discrimination;
- To encourage empathy with the experience of rejection or exclusion.

Time 10 minutes

Group size 16+

Preparation

Coloured sticky paper spots. For example, for a group of 16 people you will need 4 blue, 4 red, 4 yellow, 3 green and one white spot.

Instructions

- 1 Stick one spot on each player's forehead. Players should not know what colour spot they have.
- 2 Tell the players to get into a group with others who have the same colour spot.
- 3 No one may talk, they may only use non-verbal communication.

Debriefing and evaluation

Help the group explore their feelings about what they did and what they learnt:

- How did you feel at the moment when you first met someone with the same colour spot as yourself?
- How did the person with the odd spot feel?
- Did you try to help each other get into groups?
- What different groups do you belong to e.g. sports team, school?
- Can anyone join these groups?

Tips for the facilitator

Be aware of who gets the white spot.

You can take the opportunity to manipulate the composition of the final groups, but do not make it obvious. Let the players believe that the spots were distributed at random. This activity can also be used as an icebreaker and to get people into groups for another activity.

Continued...

ACTIVITY 13 continued ..

Variations

- 1 Use coloured sticky paper spots as above but don't have someone who will be the odd one out - at the end everyone will be in a group.
- 2 Preparation as for Variation 1. Ask the players to get into groups so that everyone is in a group, but no group has more than one person with the same coloured spot, i.e. you will end up with a 'multi' group.

Suggestions to follow up

Review the membership policy of your group or organisation. Can anyone join? What can you do to make your organisation more open and welcoming to everyone?

Being the odd one out doesn't always mean we've been excluded, sometimes it's by choice that we want to stand apart from others and be different.

EXPLORING CULTURAL IDENTITY

ACTIVITY 14 : FORCE THE CIRCLE

Issues addressed

- Majority-minority relationships;
- The social and political mechanisms which divide society.

Aims

- To experience being part of a majority group and being in the minority;
- To analyse the strategies we use to be accepted by the majority group;
- To be aware of when we like to be part of the majority and when we like to be apart or in the minority.

Time 40 minutes

Group size 6 - 8 people per circle

Preparation

- Paper and pens for the observers;
- Watch or timer.

Instructions

- 1 Divide the group into subgroups of 6 to 8 people.
- 2 Ask each group to choose one person to be the 'observer' and a second to be the 'outsider'.
- 3 Tell the other members of the group to stand shoulder to shoulder to form as tight a circle as possible so as not to leave any space between them.
- 4 Explain that the 'outsider' must try to get into the circle while those who form the circle must try to keep them out.
- 5 Tell the observer to make notes on the strategies used both by the 'outsider' and those in the circle and also to act as timekeeper.

After two or three minutes, and regardless of whether they managed to enter the circle or not, the 'outsider' joins the circle and another member has a turn. The activity is over once all the members of the group who wish to have tried to force the circle.

Debriefing and evaluation

Bring everyone together to discuss what happened and how they felt. Start by asking the players:

- How did you feel when you were part of the circle?
- How did you feel when you were the 'outsider'?
- Do those who succeeded in forcing the circle feel differently from those who didn't manage it?

Continued...

ACTIVITY 14 continued ..

Ask the observers:

- What strategies did the 'outsiders' use?
- What strategies did the people in the circle use to prevent the others from getting in?

Then ask everybody:

- In real life situations, when do you like to feel an 'outsider' or a minority and when do you appreciate feeling part of the group or the majority?
- In this society, who are the strongest groups? And who are the weakest?
- In society, the circle may represent privileges, money, power, work or housing. What strategies do minority groups use to gain access to these resources? How do the majority preserve their status?

Tips for the facilitator

It is helpful if you give concrete instructions to the observers, such as to take note of:

- What the people in the circle say among themselves or to the outsider;
- What the members of the circle do in order not to let the outsider in;
- What the outsider says;
- What the outsider does.

This activity requires a lot of energy from everybody playing it. In principle, unless the relations within the group are poor, there should be no aggression.

Before starting the evaluation, it is recommended first of all that you let the group comment informally on what has happened.

Variations

If there are enough people to play with several circles you can, at the very beginning,

EXPLORING CULTURAL IDENTITY

ACTIVITY 15 : SHARING OF DISCRIMINATION

Issues addressed

- The manifestation of prejudice and discrimination in our society ;
- How to deal with difficult situations assertively.

Aims

- To be more aware of discrimination in our daily lives;
- To promote empathy with those who are discriminated against;
- To help people learn how to be assertive.

Time 45 minutes

Group size Any. If the group is very large divide it for discussion into subgroups of 6-8.

Preparation

- Flip chart and marker

Instructions

- 1 Ask each person to think of one occasion when they felt discriminated against or one situation when they saw someone else being discriminated against.
- 2 Go round and ask each person to very briefly describe their situation to the group.
- 3 List all the situations on the flip chart and then ask the group to choose one to discuss.
- 4 Ask the person whose situation was chosen to describe in greater detail what happened.
- 5 Then talk about:
 - How the situation arose and what actually happened;
 - How the person who was discriminated against felt;
 - How the person who discriminated felt;
 - If the person was justified in feeling discriminated against;
 - How they responded and what happened after the incident.
- 6 At the end ask the group to say what they could have done in the same situation and work out other possible ways of responding.

Continued...

ACTIVITY 15 continued ..

Debriefing and evaluation

Talk about discrimination in general:

- What are the most common reasons people discriminate against you? Because of your age, skin colour or the clothes you wear?
- Why do people discriminate against others who are different?
- Where do they learn this behaviour?
- How important is it to challenge discrimination?

Tips for the facilitator

People should think of real situations that they feel strongly about but you should emphasise that no one should feel under pressure to say anything that would make them feel uncomfortable.

Usually people talk about negative discrimination, but be aware that issues about positive discrimination may be raised.

Variations

- 1 Use role-play to explore the situation. Ask a pair or small group to role-play the situation while the rest observe. Afterwards ask the observers to suggest possible alternative responses to the situation. Role play the suggestions and discuss the issue further.
- 2 Ask everybody to write down a brief outline of a situation on a slip of paper. Put the papers in a hat. Pass the hat round inviting each person to take out one piece of paper. Go round the circle and ask each person to read out what is written on their note. Ask everyone to try to guess the feelings of those involved.

EXPLORING CULTURAL IDENTITY

ACTIVITY 16 : PERSONAL HEROES

Issues addressed

- Heroes as elements and symbols of socialisation and culture;
- Different readings of history and different personal preferences and tastes;
- The differences and the things held in common between people from different cultures and ethnic backgrounds.

Aims

- To make participants aware of the differences and similarities within the group;
- To raise participants' curiosity about other people's heroes;
- To get to know each other in the group;
- To be self-critical about one's ethnocentrism (understanding the dominant cultural model versus that of the minority);
- To reflect about the role of history teaching and the media as makers of heroes.

Time 90 minutes

Group size Any size between 10 and 40 participants

Preparation

- Flip chart and markers;
- Paper and pencil for the participants.

Instructions

- 1 If the group is large, divide the participants into groups of 5 to 6 people.
- 2 Ask people to start by thinking on their own about three people who are their personal heroes.
- 3 After about five minutes invite the participants to share their choices and to say what they admire in those people. Allow sufficient time for a real exchange and questioning.
- 4 Ask each group to list on a flip chart the names of the heroes, their nationality and, if appropriate, the areas in which they became famous e.g. sports, music, culture, politics...
- 5 Ask each group to present its flip chart to the other groups.

Continued...

ACTIVITY 16 continued ..

Debriefing and evaluation

Invite the participants to say if they enjoyed this activity and then to discuss the following questions:

- Were there any surprises or any heroes who were unknown to anybody? Say why.
- Was there a trend in terms of, for example, nationality or sex? If so, why are most heroes from the same nationality, cultural background or gender? Are they nationals or foreigners?
- What is it that makes us appreciate some heroes rather than others?
- Do you think your heroes are universal? Why or why not?

Tips for the facilitator

This activity can be made more exciting if the participants are briefed beforehand so they can bring photos, records or newspaper cuttings of their heroes. As an alternative, collect together magazines or newspapers, especially youth magazines and give them to the participants.

The principle behind the activity, that our choices of heroes are relative and depend on our culture, works better if the group is multi-cultural. Age and gender differences in the group will also prove interesting.

Suggestions for follow up

Identify a hero, either local, national or international who you think should be celebrated. Prepare a celebration and invite others to come. The hero could be someone who has shown great strength of character or achieved something special or could be someone you have identified as having contributed to the fight against a particular issue.

People who have been heroic in the face of prejudice and discrimination have had to show great courage to say what they think. Have you got the courage to say what you think? What do you think about things? Do you have an opinion?

EXPLORING CULTURAL IDENTITY

ACTIVITY 17 : DREAMS

Issues addressed

- Equality beyond cultural or ethnic origin;
- Solidarity and empathy between members of the group.

Aims

- To stress equality within the group;
- To generate solidarity and empathy and to create a positive atmosphere in the group;
- To encourage co-operation;
- To get to know each other.

Time One hour

Group size Any size between 6 and 40

Preparation

- Flip chart and markers - one set per working group

Instructions

- 1 How you organise this activity will depend on the size of your group. If it is a medium-size group (10 people) do it as a whole group brainstorm. If the group is large, divide people up into small groups of 5-6.
- 2 Tell them to spend the first five minutes reflecting on their own on how they would like things to be in the future - in terms of family, job, hobbies, housing, personal development, civil rights, etc.
- 3 Then ask people to share their dreams and aspirations saying what they are and giving reasons. They should write down, or preferably draw, any common features on a flip chart, e.g. having a job, travelling, having children, their own house, etc.
- 4 Ask each group to present their drawings or conclusions to the plenary.
- 5 Continue by asking people individually or in the groups to identify 3 concrete things that prevent them from pursuing their aspirations and 3 concrete things that, they as a group (or an organisation) can do together to get a bit nearer to seeing their dreams come true.

Debriefing and evaluation

Start by asking people to share the feelings they experienced while doing this activity and then to say what they enjoyed about the exercise.

Continued...

ACTIVITY 17 continued ..

Follow with other questions:

- Was there anything that surprised you?
- Do you think that everybody should have the right to pursue their dreams?
- Do you feel that some people may have more chances than others? Who and why and is it fair?
- How can you support each other in practical ways to overcome the barriers and make your dreams come true?

Tips for the facilitator

This activity can be a good stimulus to the group and to individuals providing they manage to be specific about their dreams and to identify practical things that they can do together. It is important to stress this collective approach in order to overcome individual shortcomings, e.g. "I do not know how to do this or that".... "I don't have the tools..."

The activity works better if the visions are put together in a creative way. If the group has difficulties in drawing, you can make use of collage techniques with old colour magazines, scissors and glue. Alternatively, you can invite people to present their vision as a short drama (sketch). Any method that facilitates creative and spontaneous expression is preferable to using only written or verbal communication.

It is easier to make the links with racism if the group is multi-cultural. Otherwise, the question "Do you think everybody has the right to pursue their dreams?" should help lead the discussion and reflection in this direction.

Suggestions for follow up

Work on the concrete ideas for practical action that people thought of during the activity or plan another session to think again of what practical steps they can take.

EXPLORING CULTURAL IDENTITY

ACTIVITY 18 : BALLOONS

Issues addressed

Those chosen by the group

Aims

- To create a positive atmosphere in the group;
- To reflect about the mechanisms of oppression, discrimination and exclusion;
- To lead the group to positive action and encourage follow up activities.

Time 20 - 30 minutes

Group size 10 to 40

Preparation

- 2 balloons per participant;
- 2 pieces of string (about 50 cm long) per participant;
- Permanent felt-tip or marker pens - enough to share;
- One block of sticky labels and pencils;
- A blank wall;
- There should be enough space for people to run around.

Instructions

- 1 Ask the participants to reflect individually for a minute on the kind of society they would like to live in and then to identify one or two characteristics of that society.
- 2 Ask them to write those two characteristics on a sticky label and then, one at a time, to come up to stick their label on the wall or notice board.
- 3 Now ask the participants each to think about two things, "chains", which prevent them from pursuing the two characteristics of their ideal society.
- 4 Hand round the marker pens, give each person two balloons and two pieces of string and tell them to blow up the balloons and write on in big letters the two "chains" that prevent them from pursuing their dream society.
- 5 Go round the circle and ask each person in turn to say the two words they wrote on their balloon.
- 6 Tell the group that they now have the possibility to break the "chains". Each person must tie one balloon to each ankle. When everybody is ready, explain that to break the chains they have to stamp on the balloons to break them.
- 7 (to add some more fun and competition, you may like to suggest the participants try to burst each others balloons while protecting their own.)
- 8 Give the signal for the game to start.

Continued...

ACTIVITY 18 continued ..

Debriefing and evaluation

Start the discussion by asking whether participants liked the activity and what they felt about it. Follow on with questions such as:

- What makes the chains that “oppress” us so heavy? Where do they come from?
- Do you think there are people who carry more chains than others?
- Who are they?
- Can we do something to help them break their chains?

Tips for the facilitator

This activity fits together well with the activity, ‘Dreams’ as they deal with similar topics. Play ‘Balloons’ after the group has put together their dream drawings.

What is interesting in ‘Balloons’ is the dimension of fun and excitement when everybody is stamping on the balloons and you can hear them bursting. This therefore is the element to keep if you adapt the activity.

Suggestions for follow up

Ideas for concrete activities to follow-up will come from the discussion. One possible outcome could be that the group plans some specific activity on which they’d like to work together to “break the chains”. Another might be that they plan to work to realise a particular aspect of their ideal society.

You might like to go on to the activity ‘Dear Friend’ which provides an opportunity to explore views and feelings about issues in greater depth.

EXPLORING CULTURAL IDENTITY

ACTIVITY 19 : DEAR FRIEND

Issues addressed

- Those related to the theme of the session

Aims

- To encourage participants to express their views and feelings;
- To promote empathy and understanding about differing points of view about a particular issue;
- To encourage participation by members of the group who find it hard to speak in front of others;
- To start discussion about solidarity, equality and mutual respect.

Time

This activity should be done over one or two days and fitted into a wider programme.

Part A: 30 minutes

Part B: 15 minutes

Part C: 30 minutes

Part D: 45 minutes

Group size 5 - 30

Preparation

- Pens and paper

Instructions**Part A**

Identify two or three participants and ask them to write a personal letter to another member of the group about a particular issue, e.g. about being a member of a minority, racism, injustice, etc. The letter should end with an invitation to reply for example, "What do you think about it?", "Can you help me with this?", "What is your opinion?"

Part B

At the beginning of the next session, ask the writers to read their letters to the whole group.

Part C

Ask the people to whom the letters were addressed to write their replies.

Continued...

ACTIVITY 19 continued ..**Part D - Debriefing and evaluation**

Start the discussion by asking the participants who wrote the letters to say what they learned from the activity and then ask the rest of the group to say what they learned from listening to them. Continue the discussion with the whole group about the issues that were raised in the letters.

Tips for the facilitator

This activity provides an excellent opportunity for people to think clearly about what they feel or want to say about an issue. It provides an opportunity for participants who have difficulties expressing themselves verbally to contribute to the group discussion. In this way the activity helps generate very positive group feelings and promotes personal understanding. It may also be useful when dealing with conflicts in the group.

This exercise works with any type of group but it functions particularly well with international groups.

The theme for the letters should be related to the purpose of the session. For example, if the issue is 'violence' then the starting point could be a recent event such as conflicts between different groups or a violent attack on somebody.

Part A: Your choice of the first writers should be made so as to take into account the diversity of the group e.g. one person from the majority and another from the minority; different kinds of minorities, etc.

It is important that those writing the letters know who each other are so that they do not write to one another but target other members of the group. While participants should be told to make the letters as personal as possible, it must be left to them to decide to what extent they do so. 'Personal' in this context means that the participants should somehow be able to identify with the issues, or that these are particularly pertinent to them.

One difficulty with this activity may be that some participants may feel that they 'cannot write'. They may need to be encouraged.

MODULE 2

Skills for Living

Introduction

This module offers an opportunity for refugees to talk about and record their own life skills and experiences, knowledge and traditional solutions. It offers the opportunity to record changes that have been experienced and encourages technological innovation from within the community rather than outside it.

The module is in two parts - the first asks participants to think about issues related to time, resources and tasks both before and after they became refugees. This section includes the option to use the People Oriented Analytical Framework devised by UNHCR. Participants are encouraged to identify their current needs and to explore issues of confidence and ways of making progress towards solutions. Part II of the module looks more closely at possible technical innovations that women might introduce to improve their lives. This section looks at options in agriculture, communication, energy, food processing and health and sanitation. Note that income-generating options are examined in Module 3.

A note on women's work

Women all over the world are expected to feed their families, often not only by cooking but also by growing a part of the food to be consumed. They also often have responsibility for the processing, storage and marketing of food products. Furthermore women may undertake many non-farm activities both inside and outside their homes. They are often obliged to provide the family with its fuel and water supplies and even transport them over long distances. Urban women customarily embark on a variety of micro-economic activities in addition to their household tasks - petty trade, food processing and catering, housework of all sorts and handicraft work. In short, women work in the food, agriculture, energy, trade, transport and income-generating sectors. Yet women very often face these many responsibilities with little or undervalued knowledge and poor tools and equipment. Often their needs have been overlooked while men have received help to adapt and update their technologies and to generate more from their efforts. When women become refugees, this inequality of opportunity may be exacerbated. Their life skills may be overlooked with no opportunities given to use them. Changes in their circumstances are not explored despite the fact that these determine how relevant their existing skills are and what other skills they will need to be self-reliant and care for their family.

This module gives you the opportunity to explore how circumstances have changed for women and girl refugees, what might be done to draw upon existing knowledge and skills and to think innovatively about what other skills are required.

SKILLS FOR LIVING PART I

ACTIVITY 1 : TIME MANAGEMENT

Aims

To determine the tasks women performed before they were refugees and after; the sequence in which they do them, how long each activity takes and whether the most time-consuming activities are considered to be a problem.

Time 1 hour

Preparation

Two sets of cards that depict different tasks which women perform during their daily routines e.g. cooking, harvesting, sweeping, washing clothes, carrying water, caring for a child, etc. These cards will have to be developed according to the situation in which the exercise is carried out. You can also provide blank cards to allow participants to add tasks that you may not have thought of.

Instructions

- 1 Lay the cards on the ground.
- 2 Ask a member of the group to sequence the cards by the order in which they used to perform the activities.
- 3 Next provide the member organising the cards with matchsticks - a full matchstick represents an hour, a half matchstick represents half an hour. Ask the group to determine how long each chore took by placing matchsticks on the representative cards.
- 4 Repeat the exercise with the second set of cards - this time thinking about the order in which activities are performed now.
- 5 Discuss the findings with the group and let them summarise what was learned.
- 6 Discuss the most time consuming chores and whether they are considered to be problematic. Ask the group which problems they would most like to consider and solve.

SKILLS FOR LIVING PART I**ACTIVITY 2 : ACCESS TO RESOURCES****Aims**

To collect information, raise awareness and understand how access and control of household and community resources varies according to gender and how this has changed since participants have become refugees.

Time 1 hour

Preparation

Three large drawings of a man, a woman and a couple.

At least two sets of 15 cards depicting different resources and possessions owned by local community members such as cattle, chickens, currency, furniture, radio, fruit, bags of maize, trees, huts, pipe, donkeys, bedroom furniture, bicycles, vegetables, plants, jewellery, horse/cart, water pots. Note that you should adapt this list to suit local circumstances.

Instructions

- 1 Place the three large drawings on the ground in a row. Underneath these drawings, scatter the smaller cards at random. Include some blank cards.
- 2 Ask the participants to sort the cards by categorising them under the three large drawings in columns, depending on who owned or controlled the resource - before they became refugees.
- 3 Repeat the exercise with the second set of cards, this time thinking about the situation now participants are refugees.
- 4 Facilitate discussion among the participants about why they made the choices they did. Be particularly sensitive to including everyone in the discussion. Pay particular attention to how circumstances have changed. What has changed and why? What problems/opportunities do the changes offer?

SKILLS FOR LIVING PART I**ACTIVITY 3 : TASK ANALYSIS****Aims**

To collect information, raise awareness and understand how household and community tasks were and are distributed according to gender.

Time 1 hour

Preparation

Three large drawings of a man, a woman a couple and children.

Two sets of at least 12 cards depicting daily household and community tasks. The pictures can be of either male or female figures regardless of whether it is a man or woman who usually performs the task. Blank cards should also be provided so that participants can draw tasks not already included in the set. Cards might depict ploughing a field, hoeing, building a latrine, carrying water, teaching weaving, looking after a child, riding a bicycle, etc.

Instructions

- 1 Place the three large drawings on the ground in a row. Below these drawings, scatter the smaller cards.
- 2 Ask one of the participants to sort the cards by categorising them under the three large drawings in columns according to whether the task was generally performed by a man, a woman and children or both before she became a refugee. Other participants can join in if they come from the same community.
- 3 Repeat the exercise according to the current situation as a refugee.
- 4 Initiate a discussion why participants made the choices they did. Be sensitive to include everyone in the discussion. Discuss how things have changed.
- 5 Ask the group to analyse the workloads, both the relative amount of work involved in each task and the division of labour between men, women and children. Discuss how much flexibility there is in changing the workload by task of men, women and children. Link the tasks and workload to possible project activities; focus on the constraints and opportunities for participation by women.
- 6 Make a list of the skills that women have based on these tasks.

SKILLS FOR LIVING PART I**ACTIVITY 4 : THE PEOPLE-ORIENTED ANALYTICAL FRAMEWORK**

The Framework for People-Oriented Planning in Refugee situations has already been described in these guidelines. It was devised by the UNHCR following a call for the improvement of participation and access to resources of refugee women in all programmes. There are two key elements that are particularly acute in refugee populations: change and protection. Even in long term refugee settlements where roles may stabilise, they will be different from those pre-flight and may be regarded as temporary by refugees themselves.

The Framework has three components:

- The Activities Analysis - because the existing gender division of labour and roles is disrupted by flight, it is essential to find out what women's and men's roles were before flight. Protection, legal, social and personal is a crucial activity to be highlighted.
- The Use and Control of Resources Analysis - gathers data on resources used and controlled by women and men before flight and which they control as refugees. The new situation will affect gender relations and may introduce opportunities for positive change for women.
- The Determinants Analysis - these are the factors which influence the roles and responsibilities of women and men. They include economic and demographic factors, legal factors, community norms, etc.

This Framework can be used as an alternative to activities 1-3, which have already been presented. The following tables can be used for the first two parts of the analysis. Determinants analysis is conducted through discussion.

Table 1: Activities analysis

(Complete for both the pre-refugee experience and the present situation)

Activities	Who	Where	When	Resources Used
Protection Production of goods - carpentry - metalwork etc. Production of services - teaching - domestic labour etc. Agriculture - land clearance - planting - care of livestock Household production - child care - home garden - water collection Social/political/ religious - community meeting - ceremonies				

Table 2: Resource use and control

Resource	Who used	Who controlled (men/women)
Lost Land Livestock Shelter Tools Education system Health care Income		
Brought by refugees Skills - political - manufacturing - carpentry - sewing - cleaning - agricultural - animal husbandry Knowledge - literacy - teaching - medicine/health	Who has	Who uses (men/women)
Provided to refugees Food Shelter Education Legal Services Health	To Whom	How (male heads of household female heads of household)

SKILLS FOR LIVING PART I

ACTIVITY 5 : NEEDS ASSESSMENT

Aims

To collect information, raise awareness and understand the priority needs of women and girls based on their different tasks, concerns and responsibilities.

Time 1 hour

Preparation

At least ten cards that depict women performing various daily tasks. Blank cards should also be provided for drawing additional tasks, e.g. feeding a child, sewing, leading a meeting, working in a field, carrying water, cooking etc.

Instructions

- 1 Place the cards on the ground in full view of the participants.
- 2 Explain that the cards show women performing different tasks.
- 3 Ask the participants to discuss the tasks and then categorise them into three groups: most difficult to perform, easiest and most time-consuming. If consensus is not reached note the minority opinions.
- 4 Allow the participants to take over the discussion as much as possible.
- 5 Ask participants to consider which problems they can solve using the resources available in the community.
- 6 Be prepared to help the group develop a plan to respond to these ideas.

SKILLS FOR LIVING PART I

ACTIVITY 6 : WOMEN'S CONFIDENCE

Aims

To measure the degree of women's/girl's participation and self-confidence; the extent to which women/girls are able to make plans to meet the needs identified in Activity 5 and to examine the changes that occur over time.

Time 30-45 minutes

Preparation

Locally appropriate pictures must be developed for this exercise. There should be three pictures depicting a woman with varying degrees of confidence.

- A woman too timid to enter a group meeting;
- A woman joining a group but too shy to participate;
- A woman bold enough to talk, challenge and ask questions.

Instructions

- 1 Place the pictures on the floor.
- 2 Give each participant a piece of paper or pebble and ask them to use it to vote on which image most reflects their own feelings.
- 3 To determine the change in self-confidence that may have occurred over time, two sets of the same pictures can be used to depict the level of confidence before the project intervention and after.
- 4 Encourage discussion about what changes have taken place, what contributed to changes and what have been the consequences of the changes.

SKILLS FOR LIVING PART I

ACTIVITY 7 : STORY WITH A GAP

Aims

To engage refugees as a group in planning specific activities

Time 45 minutes to 1 hour

Preparation

One set of 'before' and 'after' pictures. These can be developed according to the needs identified in Activity 5.

Instructions

- 1 Divide participants into several small groups
- 2 Present each group with the same set of before and after pictures.
- 3 Ask each group to discuss what steps have been taken by the community to change the conditions as presented in the 'after' picture. What obstacles would they have encountered? What resources would they have needed?

SKILLS FOR LIVING PART II

ACTIVITY 8 : AGRICULTURAL INNOVATIONS

The problem....

Long hours labouring on the farm to grow food for home consumption, local markets or cash crops and taking care of livestock are basic tasks in the lives of many rural women. The introduction of improved farming techniques has tended to bypass these women. An emphasis on low cost improvements and innovations would help women in their role of food producers.

There are many examples of such innovations - two are provided below. Explain this innovation to women and ask them to describe or imagine an innovation that they think would be relevant in their current situation.

Example 1: Solar drying

Description: Solar drying is carried out to ensure stability of quality and availability for a given storage period. Food retains nutrients. A dryer can be constructed using locally available materials.

Example 2: Tree planting

Description: Encourages soil conservation and land reclamation; increases supply of fuelwood and creates income-earning opportunities for women through the care of seedlings.

Use the attached sheet to record innovative ideas generated by women/girls in the group.

AGRICULTURAL INNOVATION

Brief Description		No cost			Diesel/electricity	
	COST	Low cost		POWER SOURCE	Animal	
		High cost			manure	
					Renewable	
	USE	Easy to do		PURPOSE	Labour saving	
		Easy after training			Income generating	
		Needs special operator			Domestic	
	CONSTRUCTION	Self built		MAINTENANCE	Simple	
		Artisan built			Training needed	
		Factory built			Specialist needed	
Strengths	Weaknesses					
How could it be used?						

SKILLS FOR LIVING PART II

ACTIVITY 9 : COMMUNICATION INNOVATIONS

The problem....

The problem of isolation is a very serious one for women. Many are isolated from each other as well as from society as a whole. It is difficult to communicate needs and priorities publicly and conveying these to decision-makers is even more difficult.

Many refugee women would benefit from low-cost, non-electrical communication devices. These technologies can be useful in training programmes and in making women's needs and priorities more visible to their communities. It is particularly important that illiterate women and girls have access to technologies through which images and spoken words can be conveyed and by which they can receive information independent of written media.

Example 1: Tripod-Easel

Description: Easels are extremely useful for working with small groups. A stand-up easel allows the display of materials and worksheets and acts as a focal point for group discussion.

Example 2: Portable wooden theatre

Description: This is a device for presenting popular stories to audiences of 15-20 people. It consists of a flat wooden or cardboard box, the front of which can be opened to form a stage with a side opening for inserting and removing pictures. Music and voices can be used to enhance the performances. An advantage of this technology is that it reduces dependence on the printed word for conveying messages and images.

Use the attached sheet to record an innovative idea generated by women/girls in the group.

COMMUNICATION INNOVATION

Brief Description		No cost			Diesel/electricity	
	COST	Low cost		POWER SOURCE	Animal	
		High cost			manure	
					Renewable	
	USE	Easy to do		PURPOSE	Labour saving	
		Easy after training			Income generating	
		Needs special operator			Domestic	
	CONSTRUCTION	Self built		MAINTENANCE	Simple	
		Artisan built			Training needed	
		Factory built			Specialist needed	
Strengths	Weaknesses					
How could it be used?						

SKILLS FOR LIVING PART II

ACTIVITY 10 : ENERGY INNOVATIONS

The problem....

Many people in developing countries are unable to obtain sufficient fuelwood to meet their needs. Solutions are required at grassroots level that fit the cultural, social and economic realities that women face. One critical area in which headway has been made is the introduction of improved stoves. It is important to recognise that introducing labour-saving technologies will not be sufficient by themselves to reduce women's drudgery. Any programme to introduce new technologies must acknowledge that a redistribution of responsibility between all members of a community is necessary if women are to have time to fully participate in development.

Example 1: Green Charcoal

Description: Used as an alternative fuel source for household, commercial and industrial heating and cooking purposes. It is produced from partially decayed organic material into compact uniform briquettes that last longer and burn better than ordinary charcoal.

Example 2: Kenyan Ceramic Jiko

Description: A portable stove made from a scrap metal shell and ceramic lining. It is a single pot stove that burns charcoal, is portable and can be used inside the home and out of doors.

Use the attached sheet to record an innovative idea generated by women/girls in the group.

ENERGY INNOVATION

Brief Description		No cost			Diesel/electricity	
	COST	Low cost		POWER SOURCE	Animal	
		High cost			manure	
					Renewable	
	USE	Easy to do		PURPOSE	Labour saving	
		Easy after training			Income generating	
		Needs special operator			Domestic	
	CONSTRUCTION	Self built		MAINTENANCE	Simple	
		Artisan built			Training needed	
		Factory built			Specialist needed	
Strengths	Weaknesses					
How could it be used?						

SKILLS FOR LIVING PART II

ACTIVITY 11 : FOOD PROCESSING INNOVATIONS

The problem....

Surplus foods and fresh produce are often wasted because women do not have access to technologies that would allow them to process and store food. Appropriate technology takes into account traditional methods, cultural attitudes and user preferences.

Example 1: Candle and hacksaw-blade plastic sealer

Description: This technology is used for sealing plastic bags of food for storage and sale. It is a technology that can be used for home purposes and for commercial purposes too. The method consists of folding the top edge of a plastic bag over the teeth of a hacksaw blade and passing the folded edge through a candle.

Example 2: Grate-o-mate

Description: A simple, manually operated device, which can improve the income-generating potential of women through efficient budgeting and use of time. First used with coconuts, the grate-o-mate can be used for a range of products.

Use the attached sheet to record an innovative idea generated by women/girls in the group.

FOOD PROCESSING INNOVATION

Brief Description		No cost			Diesel/electricity	
	COST	Low cost		POWER SOURCE	Animal	
		High cost			manure	
					Renewable	
	USE	Easy to do		PURPOSE	Labour saving	
		Easy after training			Income generating	
		Needs special operator			Domestic	
	CONSTRUCTION	Self built		MAINTENANCE	Simple	
		Artisan built			Training needed	
		Factory built			Specialist needed	
Strengths	Weaknesses					
How could it be used?						

SKILLS FOR LIVING PART II

ACTIVITY 12 : HEALTH AND SANITATION INNOVATIONS

The problem....

Women in developing countries are traditionally the managers of the household and as such are responsible for the health and welfare of their families. They are often constrained by a number of problems - a lack of access to water and sanitation facilities; a lack of understanding about the relationship between clean water, sanitation and health; a lack of access to adequately nutritious foodstuffs; a lack of time and resources to provide family care on the scale needed. Additionally, interest in “women’s” health is frequently limited to and focuses on their health during pregnancy. This obscures the issues and needs of women as participants in ongoing family and community life.

Health related technologies are particularly sensitive to socio-cultural conditions. In addition, women rarely stress clean water and sanitation as a priority need - partly because they have more pressing needs such as the provision of food. However, it is estimated that the lack of clean water and sanitation accounts for 80% of the world’s disease.

Example 1: Oral rehydration spoon

Description: Oral rehydration solutions are given to children suffering from diarrhoea. A spoon can be made out of local materials and can serve as a measuring device for sugar and salt.

Example 2: Shakir strip

Description: Refugee children do not always have the right food nutrients for their growth. A very good way to see if children have had enough of the right kind of food is to measure around the upper arm. The shakir strip is a simple way to do this - it is marked by three colours - if the measuring point reaches the green, then the child is well nourished, if yellow probably malnourished and if red, the child is malnourished. Work with the health providers to determine the green and red measurements.

Use the attached sheet to record an innovative idea generated by women/girls in the group.

HEALTH AND SANITATION INNOVATION

Brief Description		No cost			Diesel/electricity	
	COST	Low cost		POWER SOURCE	Animal	
		High cost			manure	
					Renewable	
	USE	Easy to do		PURPOSE	Labour saving	
		Easy after training			Income generating	
		Needs special operator			Domestic	
	CONSTRUCTION	Self built		MAINTENANCE	Simple	
		Artisan built			Training needed	
		Factory built			Specialist needed	
Strengths	Weaknesses					
How could it be used?						

MODULE 3

Money and Enterprise

Employment opportunities are usually very limited in refugee camps. Self-employment and small enterprises can make it possible to generate the income to satisfy needs and improve the standard of living.

This module shows how small enterprises can be developed and run by small groups in refugee camps using a participative approach. Formation of the groups themselves is covered in Module 1.

A group-run small enterprise can have better chances of success than an individually run business. Since individuals have different skills, working in groups instead of as individuals makes it possible to combine the different abilities and makes work lighter and easier. Groups also have greater bargaining power than individuals and easier access to services such as advice and funds from government and international agencies.

Not all groups, however, are suited to carrying out income generating activities together.

There are a few characteristics common to all groups who are successful. These are:

- a sound leadership, recognised and accepted by the whole group;
- commitment by all group members to work well together;
- group discipline - e.g. holding regular meetings, having rules;
- existing group savings;
- resources within the group e.g. materials, skills;
- a maximum of 15 members;
- realism regarding possible achievement;
- at least one group member who is numerate;
- at least one group member who is literate.

Some of these characteristics can be developed or overcome if they are missing.

The module is divided into 9 activity steps:

- Step 1: Choosing a business idea;
- Step 2: Checking feasibility;
- Step 3: Applying for funds;
- Step 4: Deciding who will do what;
- Step 5: Agreeing rules;
- Step 6: Deciding on targets;
- Step 7: Getting started;
- Step 8: Keeping accounts and records;
- Step 9: Marketing.

Success in these endeavours will be judged in financial and social terms - in the increase in resources and also in the relief of stress and the increase in self-esteem. For those judgements to be truly valid, they must be made by women and girls themselves.

Readers should refer to the existing WAGGGS information pack: Project Management Guidelines for more detailed guidance on running a community-based development project.

STEP 1 CHOOSING A BUSINESS IDEA

A lot of enthusiasm is needed to make a small enterprise successful. A group will need to be very sure that this is what they want to do.

What are the most common problems a small enterprise can face?

The aim of this exercise is to get the group to realise the importance of thinking things through.

Ask the group if they know of any enterprise that a) succeeded b) failed.

- Why do they think that happened?
- What decisions/events led to it?
- How could it have been avoided?

Use the following list to expand on the points identified by the group on failed projects

- lack of expertise;
- no customers;
- underestimating start-up time;
- lack of cash;
- too ambitious
- mistaking cash for profit;
- lack of records;
- group doesn't work well together;
- credit given to customers.

Once the group has decided to go ahead, a lot of attention needs to be paid to choosing the right business.

- growing something?
- making something?
- providing a service?

Exercise 1: What individual group members need.

Start the exercise by asking group members to get into pairs. Ask them to spend 15 minutes discussing what they would like to buy/use within the camp/village that is not available. When everyone has completed the exercise, ask one person to share the ideas of the pair. List them on a flip chart.

Exercise 2 : What individual group members can do.

In the same pairs, ask group members to discuss what they are good at. This should include any skill or ability that could be useful to the group. Remind the group that everyone is good at something and most are good at several things. Again list ideas on a flip chart.

Exercise 3 :Community needs.

Over the next few days, group members should try to find out what people want or need and are unable to get in the village. Findings can be reported back at the next group meeting. At this stage list all ideas without comment.

Exercise 4 : Resources available.

Ask the group to list resources available

1. Materials (e.g. wood, clay, cloth)
2. Facilities (transport, land)
3. Services (water, electricity, information)

Exercise 5 : Identify practical ideas.

Discuss all ideas very briefly - cross out any which are impractical or unreasonable. While crossing out try to encourage the group to think of similar but more practical ideas. Add new ideas to the list. Next, use the resource list generated in Exercise 4 to cross out other ideas that are not practical. You should find that ideas which are left:

- use locally available resources;
- are labour intensive;
- are culturally familiar.

Exercise 6 : Choose the top 3 ideas.

Everybody in the group should now tick the three ideas they like most - use symbols if members have difficulty with reading.

Exercise 7 : Choose the best idea.

This will depend on:

- enthusiasm;
- chance of success;
- how many people can be involved.

It is important that all the group agrees on the idea chosen and not just a dominant person.

STEP 2

CHECKING FEASIBILITY

The group must now check that the business can work well and make a profit.

Exercise 1 : Ask the group to list everything the business will need. The list might include materials, labour, skills, equipment, time, land, buildings, transport, licenses, and official support.

Exercise 2 : The next step is to find out where the group can get everything.

- Is it available locally?
- Is supply reliable?
- Is quality good?
- Who else uses these resources?
- Are services already there?
- How will they transport them etc?

Exercise 3 : Estimate what everything will cost - next to each item listed in 1, the group must work out rough costs. The figures do not have to be exact - the idea is just to see whether the business is really practical or not. The group should be clear about the difference between fixed costs and variable costs. They should also think about how much people will be prepared to pay for their product or service and what the rate of production will be.

Exercise 4 : Group members should discuss the competition. This includes thinking about existing competitors and potential new ones. How easy is it to copy the business and what would be the effects of similar businesses starting up?

The group should now have a clear idea of everything needed to run the business and will know whether they still want to go ahead. If not, they could go back to the original lists and think about other possibilities.

STEP 3

APPLYING FOR FUNDS

Where will the money come from to start the business? The start up money might come from group savings. Will these be enough to cover all costs until money is received? If not, could money be borrowed from relatives or from a credit scheme or are start-up grants available? If not could the business be started on a smaller scale to reduce costs?

The group should keep some money in a reserve fund to cover unexpected expenses. About 5-10% of start-up costs would be a reasonable amount to suggest.

If the group hopes to obtain a grant, they will need to find out about the conditions laid down for funding. Personal contact may be necessary. You may be able to help in these matters - a small proposal may need to be written, including a clear statement on how the grant will be managed.

If the group hopes to take on credit, the group should be sure that this is the best type of funding and that profits will cover repayments.

What about a revolving loan fund which is a pool of money that revolves within a group to different members at different times? The money can come from savings or a grant or a loan. Would this be an appropriate way forward?

In particular the group needs to work out:

- costs that must be incurred before the business can operate;
- costs that will be ongoing once the business is running.

STEP 4

DECIDING WHO WILL DO WHAT

It is normally a good idea if one person in the group has special responsibility for co-ordinating each part of the business. The main areas are:

- supply of inputs;
- processing/production/provision of services;
- record keeper/treasurer;
- marketing and sales;
- general management.

Other roles will be added according to the business.

Exercise 1 :

Discuss the different roles with the group and help them decide who will be best able to take responsibility for each role.

Be sure that everyone recognises that every member should contribute to all parts of the business and that co-ordinators realise that their role is to co-ordinate and not to give orders.

The main responsibilities and qualifications of the different co-ordinating roles are listed below:

Role	Responsibilities	Qualifications
Supply Co-ordinator	<ul style="list-style-type: none"> • Make sure inputs are available. • Arrange for storage of inputs. • Check quality of supplies. • Negotiate prices with suppliers. 	<ul style="list-style-type: none"> • Willing and able to go to market. • Good at talking to people and able to get the best deal. • Can read and write and do simple calculations.
Production Co-ordinator	<ul style="list-style-type: none"> • Make sure product is of consistent standard equality, produced in right quantities, at right time and at lowest cost. • Train other group members. • Make sure right numbers are working when needed. 	<ul style="list-style-type: none"> • Technically competent at the work. • Willing to be at the working place regularly, perhaps for longer periods than others.
Book Keeper	<ul style="list-style-type: none"> • Record member contributions. • Keep records. • Prepare simple balance sheets. • Inform the group on financial situation. 	<ul style="list-style-type: none"> • Basically literate and numerate. • Well organised and disciplined. • Understands profit and loss.
Marketing Co-ordinator	<ul style="list-style-type: none"> • Find out what customers want. • Ensure product meets demand. • Ensure customers are aware of product. • Check what competition is doing. • Co-ordinate sales. 	<ul style="list-style-type: none"> • Lively and outgoing. • Full of ideas. • Enjoys working with people. • Likes talking to people.
Business Manager	<ul style="list-style-type: none"> • Make sure business works together. • Involved in decisions. • Keeps group motivated. 	<ul style="list-style-type: none"> • Good leader. • Accepted and listened to. • Works well with group. • Has an overall picture of the business as well as detail. • Decision-maker.

STEP 5

AGREEING RULES

Some group members may wish to make greater contributions than others. New members may wish to join - others may wish to leave. Agreeing rules beforehand helps keep the business running smoothly, particularly:

- How will profits be shared?
- How will time spent on the business be considered in profit sharing?
- What happens if members leave?
- What part of the profit will new members get?
- What happens if the business makes a loss?
- How will arguments be settled?

A group discussion around these issues is also a valuable way of building the team and improving self-confidence by increasing participation in decision-making.

STEP 6

DECIDING ON TARGETS

Help the group decide on the best size for their business by asking some of the following questions:

- How many potential customers are there?
- Will the amount of production/sales be different through the year?
- Will they vary during the week?
- How much time will be needed - will group members have this time?
- How many units per day/week/season?
- How small could the business start?
- How much can the group afford to invest?
- Are there alternative ways to do things?
- How will the group decide when or if they can expand the business?
- Are other groups likely to start similar businesses? Will there be room for everyone?

STEP 7

GETTING STARTED

By now the group has:

- Decided what business to try;
- Carried out a feasibility study;
- Made accurate estimates of the start up and running costs;
- Divided roles and responsibilities among group members;
- Agreed on some rules to run the group business;
- Decided how big the business will have to be to begin with.

It should therefore be ready to get started. The main start up activities are:

Activities	Main Tasks	Time Scale
<ul style="list-style-type: none"> • Provision of Funding • Finding the premises • Getting equipment and supplies • Preparations for selling • Testing production and packaging 		

Discuss each of these key activities with the group and decide on a time scale and what has to be achieved.

The group now needs some more information on how to run the business, how to keep records and how to monitor activities.

STEP 8 KEEPING ACCOUNTS AND RECORDS

Why should the group keep records? Ask the group to suggest reasons why they need to keep records. Add the following reasons if they are not mentioned.

- Early warning if something is going wrong and more cash is going out than coming in;
- The basis for finding better ways to manage the business;
- Helps the group remember who has paid for what;
- Reminds the group of what things cost so that future expenses can be planned.

The whole group should be able to understand the basic ideas of profit and loss. In particular:

- How much the group had at the start of the business;
- How much has been spent;
- How much has been earned;
- How much is left.

The Accountant will have to explain these points regularly to the group. The Accountant should be able to record information in two critical records:

- The balance sheet;
- The profit and loss account.

The profits made by the business belong to all the group and they should decide together what they want to do with them. How profits are to be shared should be decided by the group as a whole and ideally should be agreed before any work is carried out.

The group will also need to know how well the business is doing. Do people still want the product? Are sales increasing or decreasing?

During the regular group meetings, any ideas for improving the business can be discussed. Ideas should be welcomed and encouraged from any member of the group.

STEP 9

MARKETING

Can anything be done to increase the number of customers for the group's product? Could some improvement be made to the product or service?

Exercise 1

Discuss with the group how they could try to attract and keep customers.

Ask them:

- Who do they prefer to buy things from?
- Why?

Exercise 2

Discuss with the group whether they believe there could be more customers and how to attract them:

- From outside the community;
- From within the community;
- By changing the product;
- By producing new things;
- By advertising;
- By expanding the business.

The questions included on the attached sheets may help you guide the discussion.

QUESTIONS TO SUPPORT A DISCUSSION ON MARKETING OPPORTUNITIES

A. Customers

- What type of customers will I have?
- How many customers will I have?
- How frequently will they purchase my product?
- Will they buy seasonally or continuously?
- What are the factors which will affect the size of the market?
- Where do the customers live?
- What product features do they find most appealing?
- Are they prejudiced in a way which will affect my sales?
- How is the market size likely to change over the next 5 years?

B. Competitors

- What type of competition will my product face?
- Is my product available in a “branded” form? If yes, how brand conscious are my customers ?
- Will new competitors enter the market in the near future?
- Can a competitor introduce her product quickly?
- What are the strengths and weaknesses of my competitors?

C. Distribution Channels

- What channel do customers usually use to buy?
- What arrangements do my competitors make?
- Which is the most suitable method of retailing?
- Would it be better for me to sell to wholesalers or retailers or directly to customers?

D. Pricing Policy

- Which is the right pricing policy?
- What should I consider before giving credit?
- What type and amount of discount/commission should I give?
- Should there be special sale offers? When? How?

E. Promotion and Advertising

- Will I sell the product myself or will I have salespersons?
- What type of training will salespersons need?
- How will I promote the product?
- How will advertising be undertaken and at what cost?

Promotion is a technique for influencing people to buy your product. Advertising is used to tell people what you sell, what your product can do for them and why they should buy it.

MODULE 4

Working with Young People

This module brings together ideas and activities to help adolescent girls shape their own lives and create their own options. Many girls lack choices and options. They are restricted by gender, discrimination, poverty, illiteracy and poor nutrition and health care. For some, violence and fear are facts of daily life. For others, motherhood comes early before their bodies are fully mature. Still others are denied the education given to their brothers or have limited job opportunities. But girls still have hopes and dreams and with the opportunity to build self-confidence, knowledge and skills, they can be empowered to take some steps towards shaping their own lives.

Girls can learn to make these choices by:

- developing self-respect and self-esteem;
- creating supportive peer relationships;
- building their skills in problem solving and decision making;
- improving their access to resources.

The module presents ten activities:

- 1 Who am I?
- 2 What is gender and why is it important?
- 3 Being a girl
- 4 Dreaming about the future
- 5 Women we admire
- 6 Communicating with parents
- 7 Bridging the generation gap
- 8 How the community sees us
- 9 Women as leaders
- 10 Women and work

You can select from this list and add to them according to the specific needs of the group with which you are working.

WORKING WITH YOUNG PEOPLE

ACTIVITY 1 : WHO AM I

Aims

To allow group members to get to know each other, appreciate each other's special qualities and establish expectations from the module

Instructions

- 1 Welcome everyone and invite them to sit in a circle.
- 2 Give out a paper circle to each girl. Ask the girls to use the circles to make badges to introduce themselves by drawing pictures or symbols or sticking on pictures from magazines. Use tape to attach the badges.
- 3 Ask the girls to show and explain their badges one by one.
- 4 Ask:
 - Was it easy or hard to think about a quality you are proud of?
 - Why?
 - Is it boastful to talk about good qualities?
 - Why is it important to identify good qualities(s).

End the session by thanking the girls for coming and telling about themselves. Remind them that everyone has strengths and possibilities.

Materials

Circles cut out of paper
Flipchart
Coloured pens
Tape
Magazines

WORKING WITH YOUNG PEOPLE**ACTIVITY 2 : WHAT IS GENDER****Aims**

Young women are encouraged to think about and differentiate between gender, sex, gender divisions, gender identity, gender role and stereotyping. They are encouraged to question assumptions about what is 'natural' in people's behaviour and what is 'learned'.

Instructions

- 1 A list is prepared concerning concepts of gender and what is 'natural' for men and women.
- 2 Group members decide individually whether they are true or false.
- 3 The whole group discusses their views, with the group facilitator introducing some basic background on the difference between biological differences (sex) and socially determined behaviour, attitudes and roles (gender).

Materials

The following list gives examples of possible statements. You should use examples developed to reflect local conditions.

- 1 It is unnatural for a woman not to want children;
- 2 It is natural for men to want lots of girlfriends;
- 3 Women are much more faithful as partners;
- 4 It is not natural for a girl to dislike sewing and cooking;
- 5 Men are naturally bad at minding babies;
- 6 The reason there are few women in top public jobs is that most women prefer to put their home and children first;
- 7 Women are good at embroidery because they are less clumsy with their fingers;
- 8 Men are less emotional than women;
- 9 Some jobs cannot be carried out by women because they are not strong enough;
- 10 There are more women typists because they are patient and better at repetitive tasks;
- 11 In sports men and women's performance differ considerably;
- 12 On average men are taller than women.

WORKING WITH YOUNG PEOPLE

ACTIVITY 3 : BEING A GIRL

Aim

To examine and understand how females and males are depicted in popular culture and about how these images affect their ideas about themselves and their potential.

Instructions

- 1 Start the session with a song that depicts female and male images.
- 2 Ask the girls to choose a partner. Then distribute materials which advertise products or events and which involve men and women to each pair.
- 3 Tell the pairs to discuss their materials for ten minutes.
 - what do they think about the picture?
 - what are the men and women doing?
 - what words describe the characteristics of the men and women.
- 4 Bring the group back together and ask what they noticed about females and males. Identify common images and stereotypes, e.g. "Girls are gentle, boys are tough".
- 5 The girls should be encouraged to think whether these images are true and how they affect their own ideas about themselves.
- 6 Ask each girl to state one new insight or idea she discovered during the meeting.

Materials

Advertising posters or magazine extracts.

WORKING WITH YOUNG PEOPLE

ACTIVITY 4 : DREAMING ABOUT THE FUTURE

Aims

Participants identify their hopes for the future.

Instructions

- 1 Tell girls to imagine that 15 years have passed.
- 2 Ask them to share with the group how they see themselves at this time in the future.
 - What do you want to have happened?
 - What would you like your happy memories to be?
- 3 Ask several volunteers to tell their life stories to the group.
- 4 Ask the rest of the group to note down during the story
 - Happy memories;
 - Things which have been accomplished.
- 5 Ask for volunteers to state what they learned from the session. Point out that everyone can do something to improve her life. In order to be the person you want to be you need to start young. We all face certain constraints from our cultures and facilities. But even small steps for change can make a difference.
- 6 For the next session ask girls to bring examples of how females and males are depicted in newspapers, magazines, folk songs and proverbs.

Materials

Large pieces of paper

Markers

WORKING WITH YOUNG PEOPLE

ACTIVITY 5 : WOMEN WE ADMIRE

Aims

To help participants think about the future.

Instructions

- 1 Explain that this session is about role models. Ask for volunteers to tell what this means. After several have given their ideas, say that role models are women we admire and hope to be like.
- 2 Divide the girls into two teams to play 'Guess the Role Model'. Give one role model card to each girl - make sure that each girl understands the picture or name on her card and knows about the woman.
- 3 Play 'Guess the Role Model' with either pantomime or ten questions.
Pantomime: ask a member of the first team to act out with no words the woman on her card. Ask the other group to guess who the woman is. If they are right, they get a point. Repeat for several rounds.
Ten Questions: one team asks ten questions about the other teams' role model, then must guess who the role model is.
- 4 Ask the girls to identify their own role models and discuss why they chose certain women as role models.
- 5 Ask:
 - What do you admire about the role models?
 - In what ways would you like to be similar?
 - Which of your qualities are similar to those of the role models?

Materials

"Role model" cards

WORKING WITH YOUNG PEOPLE

ACTIVITY 6 : COMMUNICATING WITH PARENTS

Aims

To discuss common ways in which parents and children communicate. To discuss how to promote constructive communication and problem-solving in the family.

Instructions

- 1 Ask 3 volunteers to act out the short drama.
- 2 Ask questions:
 - What happened?
 - How did each person in the drama feel and behave?
 - Why?
 - Could the situation have been handled the situation differently?
- 3 Ask the girls in small groups to develop a role play that shows how children could effectively communicate their wishes to their parents.
- 4 Congratulate the girls on good acting. Ask:
 - What are the advantages of girls listening to their parents?
 - Of parents listening to their girls?
 - How can we promote better communication about issues in our own families?
- 5 Write ideas about improving family communication on a large piece of paper. Add your own ideas, e.g.:
 - Hold family meetings
 - Ask a respected relative to talk to your parents
 - Find a quiet time to talk to a parent
 - Show that you are willing to listen
 - Explain your own ideas in a non-confrontational way.

Materials

Short drama
Large piece of paper
Markers

Continued

DRAMA : Communicating with your Parents

There is a family of seven - two parents, three girls and two boys. The eldest is a daughter, Jane, 12 years old.

Mother “ Jane will soon be 13. We must get her married now.”

Father “Yes, tomorrow I will talk to Ramsagar. Their family is well-to-do. His son is only slightly older than Jane. Besides Ramsagar is an old friend of mine.”

Jane who was listening to this conversation while sweeping the floor, approaches her parents hesitantly.

Jane “Mum, Dad. I do not want to get married. I want to study further. Besides, I would not like to be married to the person you are talking about.”

Mother (*shocked*) “This girl has no shame!”

Father “Shut up and go inside! We will decide - and not you - When you are to be married and to whom.”

Jane, sobbing, goes inside.

Complete the drama.

WORKING WITH YOUNG PEOPLE**ACTIVITY 7 : BRIDGING THE GENERATION GAP****Aims**

To compare how adults and adolescents see certain issues and why adults and children have similar or differing points of view.

Instructions

- 1 A panel of three adults and three adolescents is created. The panel should include people who are willing to speak in public.
- 2 Welcome the panel and ask everyone to introduce themselves.
- 3 Explain that the panel will discuss issues which are important to young people. The objective is to gain greater understanding of how adults and young people look at these issues.
- 4 Ask one adult member of the panel to choose a piece of paper from a prepared set each of which raises an issue of importance. Ask the panel member to give her opinion on this issue. After this ask one of the young people on the panel to address the same question. Then ask for comments and questions.
Note: act as facilitator during the process and intervene if there are strong differences of opinion.
- 5 Follow this procedure until all the issues have been discussed.
- 6 Open the forum for other questions to be asked.
- 7 Thank the panellists for coming and summarise key points of the interchange.

Materials

A list of at least seven issue questions written on small pieces of paper. These questions should be relevant to your own circumstances.

Possibilities include:

- What were the most important issues you dealt with as an adolescent?
- What is the ideal age for marriage for males and females?
- How important is school for girls?
- Is it alright to have a boyfriend?
- How many children should a family have?
- What kind of jobs are appropriate for women?
- Should parents listen to their children?

WORKING WITH YOUNG PEOPLE

ACTIVITY 8 : HOW THE COMMUNITY SEES US

Aims

To identify common views on adolescent girls held by the community.
To examine how these views enhance or constrain a girl's options.

Instructions

- 1 Divide the girls into groups of four or five. Ask the girls to talk about a story which you distribute to everyone on paper or relate in words.
- 2 After 10 minutes bring the whole group back into a circle to share their ideas:
 - How does society view the girl in the story?
 - How do you view yourself?
 - How do these views differ?
 - How do views that others have of us affect our options and opportunities?
 - How does this affect our present situation?
- 3 Ask:
 - What views that others have would we like to change?
 - What can we do to change them?

Materials

A story that shows how a community views adolescent girls, their roles and their potential. Create your own from your own experience. The example below might give you some ideas.

Christine's story

Christine is 17. Her dream is to be a journalist. She believes the best age for marriage is 25.

But her life is different from her dreams. Christine's father died when she was in primary school. With six other children to support, her mother could not afford Christine's schooling and sent her to be a maid in the home of another family. While there Christine went to commercial school in the afternoons and completed three of the required four years but then her mother died. Christine was called back to the family to care for her six siblings. Since then she has been selling palm oil and sometimes gets work as a domestic servant.

An elderly woman who sells palm oil alongside Christine advises her to find a rich man to marry while she is still young and beautiful. She believes that no-one will want to marry a 25 year old woman and that journalism is an evil profession, full of temptation.

Christine is very troubled. Is she trying to be something she is not? Should she do what is expected of her? Should she still try to reach her dream despite the many obstacles and little support.

Which voice should I listen to? Christine ponders.

WORKING WITH YOUNG PEOPLE**ACTIVITY 9 : LEADERSHIP****Aims**

To identify women leaders or leadership groups in the community, particularly groups working on behalf of young girls.

Instructions

- 1 Ask the girls to think about key problems they face as adolescents. Ask how are leaders important in solving some of these problems?
- 2 Explain that the meeting will look at how women can be leaders in their communities.
- 3 On a blackboard or large piece of paper write 'Woman leader' - ask the girls to name the qualities of a good woman leader and write them under the heading.
- 4 Now write 'Male leader' and ask the girls to name qualities of a good male leader. Write those down.
- 5 Cross out 'Woman leader' and write 'Male leader'. Cross out 'Male leader' and write 'Woman leader'. Ask what they think of the lists now.
 - Do the lists still apply?
 - Why or why not?
 - Do you need to be a great speaker to be a good leader? Do you know of any quiet women leaders?
 - What prevents women from being leaders?
- 6 Ask the girls to think about their own communities:
 - Who are good women leaders or leadership groups?
 - Why did you choose these women or groups?
 - How can these leaders be a source of support to young women?

Materials

Large piece of paper or blackboard

Markers

WORKING WITH YOUNG PEOPLE

ACTIVITY 10 : WOMEN AND WORK

Aims

- To examine the kinds of work women traditionally have done and have not done.
- To identify reasons for these distinctions.
- To identify the advantages and disadvantages of different kinds of work.

Instructions

- 1 Explain that the meeting will help girls think about how they can earn and save money to improve life for themselves and their families.
- 2 Ask for volunteers to tell about the work they already do (including work for their families).
- 3 Ask them to describe their mother's typical day and then to describe their father's typical day.
- 4 Next introduce the work game. Put pieces of paper in a container and ask each girl to pick out a piece and read the occupation shown. Then ask "can women do this work - yes or no"? After she answers, ask group members who agree to explain why. Then ask group members who don't agree to explain why. Then ask for a vote by raising their hands to show whether they agree with one of these statements. "**Yes, women can do this work**" or "**No, women cannot do this work**".

Record the votes like this:

	<u>YES</u>	<u>NO</u>
Farmer	8	12

Continue until all the pieces of paper have been used and all the votes are recorded.

- 5 The following discussion questions should help the girls identify characteristics of the work women traditionally do and don't do and to consider the possible advantages of non-traditional work.
 - What reasons were given why certain jobs can be done by women?
 - What reasons were given why certain jobs cannot be done by women?
 - Are these reasons valid?
 - How has society prevented women from learning how to do certain jobs?
 - What do the jobs with more 'yes' responses have in common?
 - What do the jobs with more 'no' responses have in common?
 - Are men's or women's jobs better paid?
 - Why does work in the home not have monetary value?
- 6 Discuss how society is changing and women are entering new areas of work. Think of examples.

Continued

ACTIVITY 10 continued ..

- 7 Discuss the experiences of girls at school - which subjects are most difficult and most easy? Why?
8. Conclude by asking what new ideas the girls have as a result of the meeting that will influence the kind of work they want to do in future.

Materials

Large piece of paper or blackboard.

Twenty small pieces of paper, each with a different occupation (appropriate in your setting) written or drawn. The list should include jobs traditionally done by men as well as by women.

Here are some examples.

Farmer	Engineer	Business person
Scientist	Brick maker	Bicycle Repairer
Tailor	Plumber	Architect
Watch repairer	Food stall vendor	Doctor
Vegetable seller	Auto mechanic	Teacher
Cook	Typist or clerk	Gardener
Maid	Dress designer	Accountant
Construction worker	Nurse	Vet

PART 3 - ADVOCACY MAKING WOMEN VISIBLE

This last part of the Guidelines and Modules has been designed to encourage you to think about the overall purpose of the materials with which you have been working:

- What are the issues faced by girls and women refugees?
- What resources do they have to deal with them?
- What new opportunities are needed?

How well informed of these issues are the people within the refugee camp or community who could offer some support? What can be done to improve understanding and make recommendations for positive change? What are the correct channels through which awareness-raising efforts and pressure for change should be directed? Although Girl Guides/Girl Scouts have a role to play in this by using the contacts you have on behalf of refugee women and girls, what also can you do to empower refugees to have their own say and make their own contacts?

In a recent workshop for development workers, participants defined advocacy as:

“Planned and sustained effort at all levels to bring about change in activities, policies or law by giving a voice to or representing the wider community. These changes should help create an enabling environment which improves access to resources and opportunities as a means of achieving social justice.”

This was a powerful definition that implied a number of possible activities including lobbying, campaigning, research, information provision and communication. Perhaps less obvious examples of ‘good’ advocacy is leading by example or role models. These have been explored in the modules.

Although advocacy can be carried out in many different ways, what seems to make it work best are the following:

- A sound knowledge base;
- Appropriate methods for the situation;
- Monitorable goals;
- Watchdog capacities (to ensure that changes are sustained and lead to the benefit predicted).

There are many examples of success.

Activity 1 : Ask the girls in a group meeting to think about cases they know where advocacy of any kind has led to positive change.

PART 3 - ADVOCACY MAKING WOMEN VISIBLE

It will be of interest to record these experiences for future use in motivating the group. Success stories seem to be closely linked with issues around conviction and faith; with solidarity and effective mobilisation; with the selection of the appropriate strategy; with knowing when the time is right to act; with excellent communication to raise profile.

Weaknesses of advocacy efforts which have failed seem to be:

- failure to sustain initiatives;
- weak knowledge base and poor links to the grassroots;
- failure to follow up initial efforts after a partial result;
- publicity becoming the priority for the individual rather than the cause;
- lack of focus; poor co-ordination.

There will also always be resistance to change, which can undermine advocacy efforts. It is helpful to have thought through some of the most commonly stated objections to programmes which specifically support women and girls before you begin any advocacy work.

Activity 2 : Ask the girls to consider the statements below in turn and agree on how they might most constructively respond to these points of view.

- What right do you have to interfere in people's lives? Most women here are perfectly happy in their traditional roles.
- The needs of women and girls are not our responsibility. It is our job to look after the needs of the population as a whole.
- It is women themselves who preserve and enforce their traditional roles.
- If gender is about both men and women, why do you only represent the needs of women?
- Women's issues are "yesterday's issues" - we are now more concerned with other things.
- If we raise everyone's standard of living, then women will benefit the same as men.
- We cannot consult with women. It would be offensive in this culture to do so.
- Men are the ones who really support the family by earning a wage. Therefore, it is men who should get most support.

The final activity in this part of the Guidelines and Training modules looks for ways in which girls can challenge and overcome discriminating practice in their own community.

Activity 3 : Overcoming Discrimination

Method

1. Read this proverb to the girls and ask them what it means:
“Cross the river in a crowd and the crocodile won’t eat you”.
2. Add these points:
 - If we work together, the risk for each individual is less.
 - There is strength in numbers.
3. Read the ‘Girls in Makati Village’ story.
4. Promote discussion
 - What sort of discrimination did the girls face?
 - What did the girls do to overcome it?
 - Where else could they find help and support?
5. Divide the girls into two small groups. Ask each group to devise a small drama which demonstrates some form of discrimination which they face in their own lives. Ask them just to demonstrate the problem at this stage.
6. Present the dramas, then ask the groups to devise a second drama which demonstrates a possible solution to the problem raised in the drama performed by the other group (not their own).
7. Present the solutions and invite feedback.
8. Finish the session by asking the girls what they learned from the session and how these ideas might be useful in future.
9. Ask the girls if they are interested in actually working to confront discrimination. What would they like to challenge? What will they do together?

Materials

A suitable story. Use the following example for ideas.

The Girls of Makati Village

Veronica and her friend are sitting under a tree. The day is hot and they are tired from working in the fields. Reema says, "I don't want to take care of the fields all my life. It is hard work and I earn so little. I am going to learn a useful skill to support myself and my children when I am grown up."

"Ha", says a friend, How? Reema replies "There is a government vocational centre in the next town. I will go there and learn about electrical equipment and repairs. I know I can do it."

Veronica speaks "That's a good idea Reema but I visited the centre when my brother enrolled. There are certain courses for boys and certain ones for girls. The girls learn cooking and sewing. We need these skills. That's the way it is."

Two other friends say together "I don't agree! Why can't we learn new skills and earn more income for the family?"

Veronica looks thoughtful. "I see your point, but what can we do if these training opportunities aren't available to girls."

The friends look at one another. They are determined to do something. But what?