

Facilitator Guide



FOR THOSE INVOLVED IN CCR TWINNING PROJECTS

**Developed for the
Canadian Council for Refugees
By**

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2009**

Table of Contents

<i>Acknowledgements</i>	<u>3</u>
<i>Introduction to Facilitator Guide</i>	<u>4</u>
<i>Background:</i>	<u>6</u>
<i>CCR principles and values that guide twinning projects</i>	
<i>Refugees</i>	
<i>Facilitators</i>	
<i>Twinning</i>	
<i>Teaching Strategies</i>	
<i>Preparation:</i>	<u>10</u>
<i>General Workshop Preparation</i>	
<i>Workshop Summary Chart with Learning Objectives</i>	
<i>Topic Preparation Work</i>	
<i>Room Set-Up</i>	
<i>Instructional Guidelines:</i>	<u>17</u>
<i>Timetable for Activities</i>	
<i>Workshop Facilitation Guide (Detailed)</i>	
<i>Workshop Evaluation</i>	
<i>Appendices:</i>	<u>29</u>
<i>Evaluation</i>	
<i>UNHCR twinning guidelines-ATCR June 2009</i>	
<i>Participants' certificate</i>	
<i>Consultants report to CCR</i>	
<i>Facilitator bios</i>	

Acknowledgements

“Knowledge emerges only through invention and re-invention, through the restless, impatient continuing, hopeful inquiry human beings pursue in the world, with the world, and with each other.” (Paulo Freire, a Brazilian educator and influential theorist of critical pedagogy.)

In May 2009, we became part of a group of individuals that opened their minds and hearts, through an exploration of what it means to accompany a refugee through their resettlement journey. None of us anticipated the synergies that would be created during the time we shared in the beautiful city of Brasilia. A combination of factors made it possible, and the intent of this writing is to reflect the powerful lessons learned. Collaborating on this guide has been a labour of love and the continuation of a long conversation from across continents to share what we learned from an extraordinary experience.

We want to acknowledge the support and leadership of the CCR Executives who made this project possible, especially Janet Dench and Liz McWeeny as well as the financial contribution from the Canadian Government. We are also grateful to our employers, who provided our time as in-kind donations.

We would not have been able to complete this project without the ongoing enthusiasm and contribution of our Brazilian colleagues, notably Sister Rosita and Cyntia Sampaio. Finally, we dedicate this guide to all those wonderful workers who continue to assist refugees in Brazil: with their hearts and minds, enabling them to integrate into the culture and rebuild their lives.

Special thanks go to Janet Fairfield from EYET Family Resources for permission to use the guide format.

Yaya De Andrade

Carolina Gajardo

Canada, November 2009

Facilitator Guide Introduction

This guide provides instructional material on how to deliver sessions to overseas partner agencies involved in twinning projects.

There are 4 sections in this guide:

- 1. Background**
CCR Mission Statements about refugees, facilitator/s, twinning and teaching strategies
- 2. Preparation**
Workshop summary, preparation notes, and room set-up information
- 3. Instructional Guide**
A one-page Summary Lesson Plan, a fully developed and detailed Facilitator Guide, Participant Guide, and a Workshop Evaluation sample
- 4. Appendices**
Teaching aids, including those used in the twinning project in Brasilia

Background

About CCR principles and values that guide twining projects

Mission Statement

The Canadian Council for Refugees is a non-profit umbrella organization committed to the rights and protection of refugees in Canada and around the world and to the settlement of refugees and immigrants in Canada. The membership is made up of organizations involved in the settlement, sponsorship, and protection of refugees and immigrants. The Council serves the networking, information-exchange and advocacy needs of its membership. The mandate of the Canadian Council for Refugees is rooted in the belief that:

- Everyone has the right to seek and enjoy in other countries asylum from persecution; (Universal Declaration of Human Rights, article 14.1)
- Refugees, refugee claimants, displaced persons and immigrants have the right to a dignified life and the rights and protections laid out in national and international agreements and conventions concerning human rights;
- Canada and Canadians have responsibilities for the protection and resettlement of refugees from around the world;
- Settlement services to refugees and immigrants are fundamental to participation in Canadian life;
- National and international refugee and immigration policies must accord special consideration to the experience of refugee and immigrant women and children and to the effect of racism.

The Canadian Council for Refugees is guided by the following organizational principles:

- The membership of the Canadian Council for Refugees reflects the diversity of those concerned with refugee and settlement issues and includes refugees and other interested people in all regions of Canada;
- The work of the Council is democratic and collaborative;
- Our work is national and international in scope

The Canadian Council for Refugees fulfill its mission by:

- Providing opportunities for networking and professional development through conferences, working groups, publications and meetings;
- Working in cooperation with other networks to strengthen the defence of refugee rights;
- Advancing policy analysis and information-exchange on refugee and related issues;
- Advocating for the rights of refugees and immigrants through media relations, government relations, research, and public education.

Adopted by the membership November 13, 1993

About Refugees

Immigrants leave their native countries for myriad reasons. Chief among them are the search for a better way of life, to reunite with families in foreign lands, and to pursue specific educational goals. In most cases the decision to immigrate is based on something they do not have, that likely is available in another country. Many times the decision is also made because of particular employment opportunities and a desire for a distinctive cultural experience.

Refugees, sadly unlike most immigrants, do not have the luxury of time, and often cannot make decisions about when to leave their homeland, and where to live. Many try to come to a specific country, sometimes through ordeals hard to imagine, while others are offered refuge by embassies, church groups, relatives or friends who are citizens of a particular country.

In many cases refugees leave in a hurry: they may not have a chance to gather their whole family and important belongings. They do not say goodbye to loved ones, and face danger in their attempts to flee their homeland. Some are stopped by officials, persecuted, tortured, and separated from their families. Some languish in refugee camps waiting for the opportunity to resettle. Many have a profound sense of loss, and may be haunted by the traumatic experiences that continue to impact their integration into the host country long after they have arrived.

The refugee experience reveals that long distance cross-cultural journeys are stressful life events, at both exit and destination. Even families that are motivated, well prepared and receptive find their emotional resilience tested.

Psychologically speaking, the refugee experience is a struggle involving opportunity and loss, and may generate prolonged inner conflict. Refugees in a new country are challenged to resolve a dual crisis: loss (coming to terms with the past), and load (coming to terms with the present, future, and potential perspectives).

Before leaving Addis Ababa, she said she knew there were tough times ahead, especially to begin with as she struggled to learn English. But she's had a lifetime of preparation.

"I've known suffering all my life. Compared to what I've endured, language and cultural barriers will be nothing to worry about."

About Twinning Facilitators

Working with resettled refugees requires a knowledge and skill set focused on creating positive integration experiences for newcomers. Sharing expertise through twinning projects can globally maximize the capacity of the professionals working with resettled refugees.

As per CCR policy directives as to selection criteria for twinning project participation, the representatives selected should meet the following criteria:

1. Extensive experience relevant to the resettlement of refugees and familiarity with the goals of the twinning project
2. Familiarity with the CCR and its positions on the topic of the forum
3. Ability to communicate in the language of the country where the twinning project will take place, or being comfortable working with interpreters while delivering workshops
4. Experience planning and delivering workshops to diverse audiences
5. Representative of a CCR member organization

The use of interpreters during workshops offers challenges that can be overcome by including the interpreter in the preparation of the sessions whenever possible, so they can become extremely familiar with the facilitator and the topics.

About Twinning

Twinning activities - a recent development in the humanitarian sector - were established to build a culture of exchange and reciprocal learning. Fostering an exchange of best service practice knowledge within a social justice framework can benefit refugees exponentially. The universality of the challenges faced by refugees during resettlement makes this possible. Facilitators must formulate a structured delivery and curriculum within a framework that ensures that all case studies, role-playing, lectures, and discussions are applicable to all persons equally and without prejudice.

Twinning is an efficient and cost-effective way to share basic skills, knowledge, and expertise in the area of social services. Non-Governmental Organizations (NGOs), the United Nations High Commissioner for Refugees (UNHCR), and states are learning through twinning how to treat people that have endured the refugee experience. However, new resettlement states with emerging economies should acknowledge the power dynamics of richer nations when imparting knowledge. The CCR is conscientious of this reality, embracing the culture of learning as a two-way process. "Twinning can be described as any partnership activity between states or NGOs which aims to encourage an emerging or new resettlement state to develop or strengthen its resettlement programme. It is also any partnership activity, which allows a state or NGO to improve the effectiveness of their existing resettlement programme. Successful twinning arrangements reinforce UNHCR's global strategic objectives for resettlement as it strengthens global protection activities and resettlement capacity." (ATC 2009)

It is of utmost importance to include diverse communities during the twinning activities in order to enrich the discussion. Participants with refugee experience offer a greater opportunity to validate the learning outcomes while helping participants dispel any myths and misconceptions about refugees.

About Teaching Strategies

In our training and workshops we use Paulo Freire's pedagogic method, known as "conscientization" or critical consciousness. Critical consciousness is a fundamental aspect of Freire's concept of popular education. His approach implies that strategies must be implemented *with* and not *for* participants, helping them to recognize that their relationships are, above all, human relationships and are not to be defined in terms of

technical means-ends strategies. From this perspective, training is not a specialization, but an emancipatory project carried out in humanistic and humanizing interactions (De Andrade, 1982). We help people with their difficulties relating to living, working, and learning.

The *critical consciousness* approach enables people to courageously discuss their problems while conferring the confidence and strength they need to confront and resolve issues rather than passively expecting others to work out solutions for them. By helping participants identify themes and concerns regarding refugees in their country, and involving them in dialectical relationships, we help them transform their realities.

Dialogue is a human phenomenon through which people discover the essence of words, and through words, discover the world. There are two dimensions in dialogue: reflection and action. If one is non-existent, the other suffers. By using dialogue in the workshop, you will increase opportunities for reflecting upon actions, options, choices, and alternatives as well as clarify the basis for decision-making regarding refugees.

This approach is meaningful because it emphasizes that we are all part of history and we look at what has happened and is happening around us in a critical way, participating actively in the recreation of reality. This process never ends. Learning and teaching occur at specific times, but they are both processes in transformation, when reality is transformed (De Andrade, 1982). In our experience, the process of a workshop may end in a few days, but further connections are made and other processes emerge.

Finally, in our workshops, critical consciousness is the approach of choice as it develops the confidence and willingness to ask profound questions regarding life and people. It is also a critical reflection of what needs to happen - and how we can make it happen - because of our commitment to making our reality a better one.

About the Audience

Your audience may include individuals and social workers new to the field, and you must acknowledge their diverse educational and life experiences. Consequently, workshop content incorporates a variety of learning modalities, concrete experience, and visual aids to accommodate all learning styles.

Preparation

General Workshop Preparation

1. Review this guide and the accompanying participant's guide thoroughly.
2. Complete background research on the topic as it relates to settlement work and refugee reception, and become conversant about the country and culture in the settlement areas.
3. Co-ordinate as needed with other NGOs, UNHCR and government agencies regarding audio and video needs, workshop handouts, etc.
4. Communicate with all auxiliary presenters and assistants and discuss the relevance of their participation in the planning and delivery of the workshop.
5. Familiarize yourself with the country and culture by researching and talking to community representatives in Canada. Research programs offered resources available and local realities.
6. The facilitator should arrive at least one day beforehand to check the workshop facility. On the day of the workshop, facilitator arrives an hour early to set up, test audiovisual equipment, and confirm that correct handouts, tables, flipcharts, notes and materials are on the display and in place.

Workshop Preparation

This segment is a summary intended to provide the essential components when preparing a workshop. In general, facilitators need to have the freedom to determine their presentation style. In our experience, the variety of activities offered to the participants gave them a rich opportunity for internalization of the lectures and provided a space for dialogue and idea exchange.

In each segment, depending on the time available, it is necessary to include space for sharing what participants have learned during their day-to-day practice.

Timing

Although the duration of each teaching segment is indicated, sensitivity to the needs of your audience is paramount. It is important that the learners connect with you and to the material so that they leave the workshop having enjoyed a positive learning experience.

Workshop Summary with Learning Objectives

During the twinning activity held in Brasilia in May, 2009 the overall objectives were:

- Develop an awareness of the role of culture during the process of integration by newcomers in a receiving society
- Enhance cultural competence
- Learn about and develop skills in cross-cultural communication
- Understand the dynamics of power when assisting resettled refugees
- Develop an appreciation of the refugee experience
- Apply an anti-oppression analysis: gender, race, age, ability, education, language, class, sexual orientation, etc.
- Work with victims of trauma and torture
- Family dynamics and role changes
- Health and medical issues, education, employment, etc.
- For facilitators to develop specific objectives in close consultation with their local partners
- Appreciate cultural identification and cultural dimensions by first exploring and understanding our own culture
- Recognize and understand the dimensions of others' cultures
- Explore the phenomenon of culture shock and the differences between integration and acculturation
- Learn about the refugee experience: trauma, flight, and exile
- Identify phases of settlement and integration

IMPORTANT

The facilitator must assess several factors before determining topics to be covered during the sessions. The initial evaluation will assist in designing the specifics of the learning objectives, and for that purpose it is necessary to assess the following:

- Workshop assistants: language barriers, experience in the field, front line, policy level, recipient of services, volunteers, etc.
- Number of participants: how many people are expected. This will assist in preparing group activities such as warm-up exercises, role-playing, participant interventions and timing in general.
- Type of services offered, working conditions (i.e: social service institution, civil servants, community of faith, lawyers, politicians), type of communities served.

Materials & Equipment

Because you will be travelling outside of your workplace, access to materials and equipment needs to be closely monitored with the twinning partners to ensure the materials are available. Develop a list of materials to determine what you need to bring with you.

Course Materials:

Participant Guide including:

- Course Description
- Agenda
- Learning outcomes
- Examples
- Case Studies
- Information sheet for additional resources including forms, roles charts, etc.
- Power Point slides

Other: paper/tape/markers

- Flipchart
- Laptop, Projector and screen
- Microphone

Room and Accommodation

While facilitators will have less capacity to decide what type of facilities to use for the presentations, it is important to determine in advance with local partners the ideal room space and setting depending on the number of participants.

Break up rooms need to be included, good lighting, and enough space for people to move freely. University settings with lecture type of sitting do not foster a sharing environment. Special consideration needs to be taken in regards to this matter. It was our experience that participants were more responsive and that the informal environment facilitated the communication and flow of ideas.

Course definitions and Terminology

It is important to define common language that is traditionally used in the humanitarian sector. Some vocabulary is used more by different countries so ensure this list is done in partnership with local agents. Include only wording relevant to the topic to be covered and additional general terms that define the population of interest.

We recommend developing a relevant list of terminology, including abbreviations used by UNHCR and partners in the humanitarian sector. Invite participants to build a master list with common definitions to be shared among them and others that are new in providing resettlement assistance.

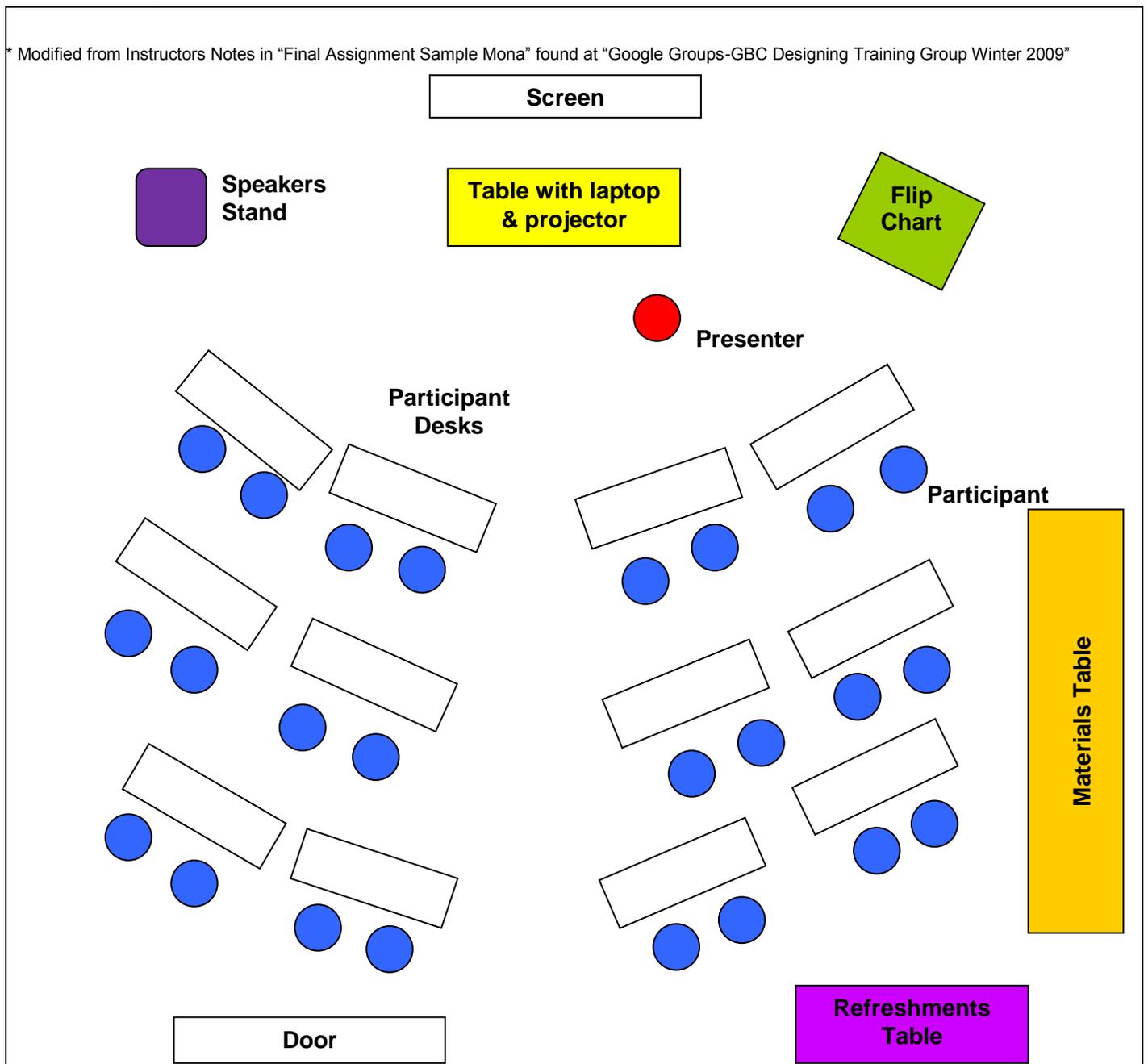
Example: IDPs - Internally Displaced Persons

Room Preparation

Room Set-up

Seating arrangements can encourage or hinder participation in groups. Straight lines convey a more formal learning style that can be unpleasant to some participants. Usually facilitators prefer more informal room setups. Circles seem to work better in promoting a relaxed environment.

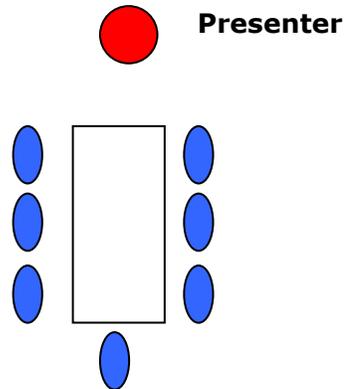
The following is a visual illustration of the optimal room set-up:



Other Room Setups

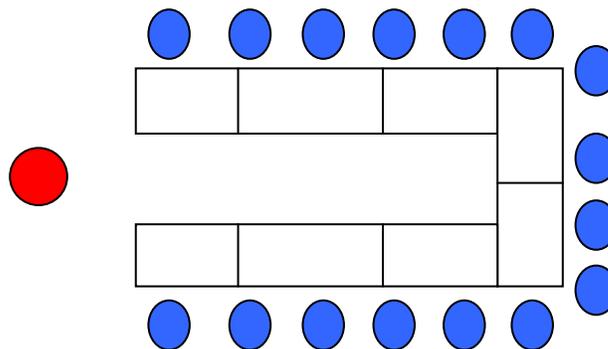
1. Conference table style

All other elements remain the same; this setup is good for small groups only 8 to 12 maximum.



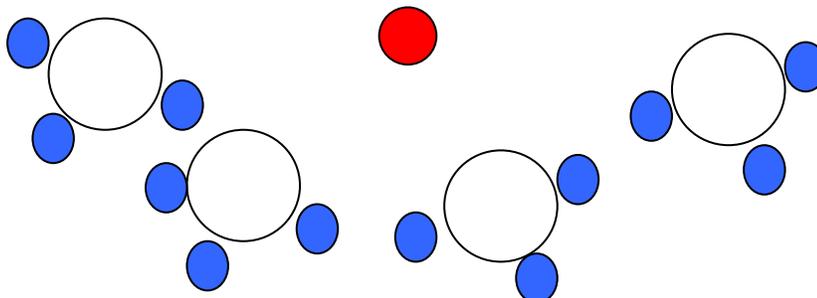
2. Horseshoe style

All other elements remain the same; this setup is flexible and informal and is good for up to 26 people.



3. Banquet style

All other elements remain the same; this setup is conducive to a good learning environment, the audience is already seated in circles.



Instructional Guidelines

Activity Timetable

The following example is from the first day of the Brazilian twinning experience to give a general idea of time allocation and number of activities involved. To maximize the experience and optimize costs a 10-hour day was agreed on, with a variety of activities to keep the group engaged over such a long period.

Break time was arranged between participants and the site catering services. In our experience, some breaks were longer and others shorter depending on the specific demands of the group and the dynamic generated during the discussions. It is important to build in extra time to allow longer question and answer periods. Keep in mind that your audience wants to maximize the opportunity to discuss related topics.

Time	Format	Content	Equipment & Materials
8:00 – 8:30 (30 min)	Lecture Group	Welcome & Intro to Workshop <ol style="list-style-type: none"> 1. Welcome: Interactive greeting and ice breaker 2. Workshop Objectives, purpose and context 3. Review of Agenda & materials 4. Teaching methodology (Paulo Freire) 	Laptop, screen, Projector, PPP (Power Point Presentation)
8:30- 10:00 (90 min)	Lecture Group reflection Informal Discussion	Exploring Cultures <ol style="list-style-type: none"> 1. Group exercise "IN MY CULTURE..." 2. Cultural Competence 3. Understanding our own culture 4. Identifying the dimensions of culture 	PPP Participant Guide Set of pictures
10:00 – 10:20 (20 minutes)		Break	
10:20 – 12:00 (110 min)	Lecture Group Work Group presentation	Exploring Cultural Shock & Integration <ol style="list-style-type: none"> 1. The refugee experience 2. Culture Shock, acculturation & integration 3. Phases of integration- for immigrants & refugees / for receiving society 4. Group Exercise: Case studies 	PPP Participant Guide Manila paper Markers Masking tape Post-it notes
12:00-1:30		Lunch Break	
1:30 – 4:30 (180 min)	Local NGO's presentations	Work experiences with: <ul style="list-style-type: none"> • Palestinians, Colombians and Africans in Brazil 	PPP
4:30-5:00		Break	
5:00 – 6:00 (60 min)	Lecture Group Work	Circles of Dialogue <ol style="list-style-type: none"> 1. Who – What are Resources for refugees? 2. Circles of support 	PPP Participant Guide

Time	Format	Content	Equipment & Materials
		3. Important Considerations <ul style="list-style-type: none"> • Barriers to settlement • Service providers barriers • Collaborative Service Coordination • Partners in Service Delivery WRAP-UP & Next Day Announcements	
6:30 on		DINNER CULTURAL ACTIVITY	

Instructional Guidelines

Guide for Workshop Facilitation (Detailed) Example of first day

Topic 1: Welcome & Introduction to Workshop

<p>Learning Outcome: Instructor and participants get to know one another. Participants understand the workshop objectives through an informal group exercise that facilitates reflection upon the work to be done.</p>	
<p>Materials: Flip chart, paper, cards, markers, photos</p>	
Format	Instructions
<p>Present</p> 	<p>Welcome & Intro</p> <ul style="list-style-type: none"> - Host welcome the group - Introduction of participants: instructors and participants introduce themselves by using a card (placed under their chairs) on which there is a sentence by a refugee. Each participant reads it aloud, shares their name, where they came from, and their current working experiences. - Instructors collect the information on a flip chart.
<p>Group Exercise</p>  <p>Informal Discussion</p> 	<p>Warm-up Exercise</p> <p>The instructions are simple and clear.</p> <ol style="list-style-type: none"> 1. Divide the participants in small groups 2. Each group has a set of photos 3. Each person selects one photo and tells others what part of the photo symbolizes his/her culture (i.e., family, cultural identity) 4. Each group makes a list of 5 characteristics of the culture that participants have in common 5. The group decides and explains how such characteristics are similar or different when compared to other cultures (i.e. a man is considered the “provider” of the family in ... , while in Canada both man and woman are considered providers)

<p>Present</p>  <p>Flipchart Ideas</p> 	<p>About the Pedagogic Method of Paulo Freire</p> <p>Say:</p> <p>The method to be used in the workshop is an adaptation of Paulo Freire’s method of “conscientization”, or critical consciousness, which is based on the premise that teaching implies a “desire to learn,” and is an interchange of ideas and knowledge that enrich all involved in the process.</p> <p>The principles of Freire’s ideas relevant for training are that:</p> <ol style="list-style-type: none"> 1. the focus is not on memorizing 2. presentations are not monologues, they are exchanges of experiences 3. participants are not detached 4. learning is oriented to reflection and action 5. the focus of activities is usually on real problems, exploratory 6. dialogue leads to personal development
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Topic 2: Exploring Culture and Cultural Competency

<p>Culture and Cultural Competency Learning Outcome: Know key components of culture, in the context of helping refugees adjust. Discussion of good practice approaches, emphasis on awareness of own culture, finding ways to know the culture of others.</p>	
<p>Materials: Flip chart, paper, markers</p>	
<p>Format</p>	<p>Instructions</p>
<p>Informal Discussion</p> 	<p>Culture and Reality: Discuss the importance of the topic of culture—through the discovery and recognition of one’s cultural identity it is possible to avoid traps: what we believe and expect is the “norm” and what others expect and value is “different.”</p> <p>Discussion of Culture and Reality: what culture is/is not, its meanings, traditions and influence from the viewpoint of mental health, wellbeing, types of support, and services.</p> <p>Culture - not based on ethnic aspects and not homogeneous.</p> <p>Culture has traditions, values, and assumptions.</p> <p>Culture influences our points of view regarding health, mental health, well-being.</p> <p>The culture of refugees informs us about the type of support and the services needed in the host culture.</p>

Present



Flipchart Ideas



Brainstorm



Flipchart Ideas



Cultural Competence

Say:

Who is culturally competent?

Culture is a point of view passed down through generations that is learned in terms of a system of meanings that is taught and reproduced. The cultural process occurs in constant transformations. Culture includes patterns of behaviour that are subjective and objective.

The perception of each refugee on how to treat his/her health is based on the individuals' cultural background. Cultural competence implies that programs and services are appropriate to people of various cultures.

Participants discuss who would be culturally competent. A few themes emerge from the discussion:

- Consciousness: who I am and how I see the world
- Attitudes: how I see the other, stereotypes
- Knowledge: what do I know about other cultures
- Learning: how I communicate, learn and relate to people from diverse cultural backgrounds

Process of Adaptation: Migration

Participants give examples about the stages of adaptation, and in each one of them, how culture plays a role: honeymoon, confrontation with host society, adjustment to host society and stages of reconstruction.

Important differences between refugees and immigrants: participants provide examples from their work experience.

Topic 3- Exploring Cultural Shock and Integration

Learning Outcome: Preparation for assessment; collecting information according to relevant aspects of refugees' experiences; prioritizing needs to create a service plan; identifying cycles of adaptation and sources of stress.

Materials: Large sheets manila paper, markers, post-it notes, handouts

Format	Instructions
<p data-bbox="142 506 272 537">Present</p> 	<p data-bbox="344 485 555 516">Introduction</p> <p data-bbox="344 537 418 569">Say:</p> <p data-bbox="344 590 1495 730">The experience of integration may be a source of stress. It is important that workers understand that stress is not only based on one's experience in their country of origin, but it continues and can be exacerbated in the host country.</p> <p data-bbox="344 768 1495 869">There are many sources of stress and these are presented. Participants add examples of their own. Themes such as vulnerability, risks, traumatic events, and exposure to danger are discussed.</p> <p data-bbox="344 926 808 957">Stress and Traumatic Stress</p> <ul data-bbox="396 978 805 1108" style="list-style-type: none"> ○ Risk Factors ○ Psychosocial Destruction ○ Meaning of Experiences <p data-bbox="344 1129 418 1161">Say:</p> <p data-bbox="344 1182 1490 1283">Interventions are essential with traumatic experiences. They protect, mobilize, permit ventilation, and assist refugees, maximizing their resilience.</p> <p data-bbox="344 1341 1495 1442">As traumatic experiences occur in a social context, it is essential that workers normalize reactions of refugees by pointing out that they are exhibiting "normal reactions to abnormal circumstances."</p> <p data-bbox="344 1480 1495 1549">Martin Baro's work on Psychosocial Destruction is presented: official stories; power and repression and circles of silence are themes to be reflected upon.</p>

Topic 4- The work experiences

Learning Outcome: Participants share their experiences by analysing and discussing cases. The themes of settlement, integration and other issues are highlighted in the cases.

Materials: Flip chart, paper, cards, markers, photos

Format

Instructions

Present



Cases Presentation and Instructions

- Participants are given descriptions of two cases - (1) settlement and housing, and (2) integration and language
- First they read the material and the questions
- **KEY ISSUES:** Some topics will be more difficult than others to discuss. Sometimes you have to ask more questions. Consider how you will do this if you are the one interviewing the refugee. Be prepared to read and discuss traumatic information that can emerge from the discussion.

Group Exercise



Gathering Information:

Participants prepare a brief presentation on various aspects of the cases, in terms of the following:

- o Demographics
- o Urgent & Immediate need
- o Special needs/ requirements
- o Supports
- o Other important questions

Group Work



Facilitate Small group discussion

Presentation by small group: Working experiences with refugees in Brazil

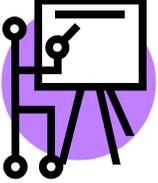
- How to access food, clothing, medical attention, legal, psychological help?
- Housing: Does he/she have shelter?
- Are children involved? How to arrange schools, etc

Some Responses: benefits of permanent housing, challenges of those with no language skills, negotiating time and tasks, identification of resources in the community that can facilitate integration.

Topic 5 - Circles of Support, Resources and Barriers for Settlement, Partnerships

Learning Outcome: Understand the concept of Circles of Support and become aware of its application for their work and for refugees' improved quality of life. Instructors help participants to become aware of the various levels of coordination, and key partners in the provision of direct services.

Materials: Large sheets paper, markers, handouts

Format	Instructions
<p>Lecture</p> 	<p>Say:</p> <p>What are Circles of Support? It is a map of who surrounds a person (refugee). Who in their community can provide support, connection, or assistance?</p> <p>How to create a circle of support. Find out the following:</p> <ul style="list-style-type: none"> • Who is valuable in that person's community? • What are the things that connect them to this community? • How can the community be useful to them? • How can they contribute to positive change in their community? <ul style="list-style-type: none"> ○ Legal services ○ Housing ○ Health ○ Others <p>Facilitate circles of support exercise</p> <ul style="list-style-type: none"> • Move participants into groups • Have them work together to complete circles of support charts. Have them add information provided during the discussion using one another as contacts for their circles. • As a class, one person from each group talks about their circle of support and what they learned by doing the exercise <p>Special considerations: Barriers</p>
<p>Group Exercise</p> 	<p>Present</p>  <p>Collaborative Coordination: Identification of services</p> <p>Say:</p> <p>The importance of partnership is evident. In small groups, a discussion takes place in terms of identifying potential partnerships.</p>

Brain Storming



Groups identify whom they know in particular sectors that would facilitate their work and would attend the needs of refugees and their families. Participants discuss ways they can mobilize existing resources, how to expand and change services to refugees.

Group Work



Partners and distribution of direct services: a list of various services is presented and participants collect information that will make their role more efficient.

Present



A brief summary of the day includes the agenda, and participants are requested to fill out an evaluation form and share comments, questions and suggestions for the following day.

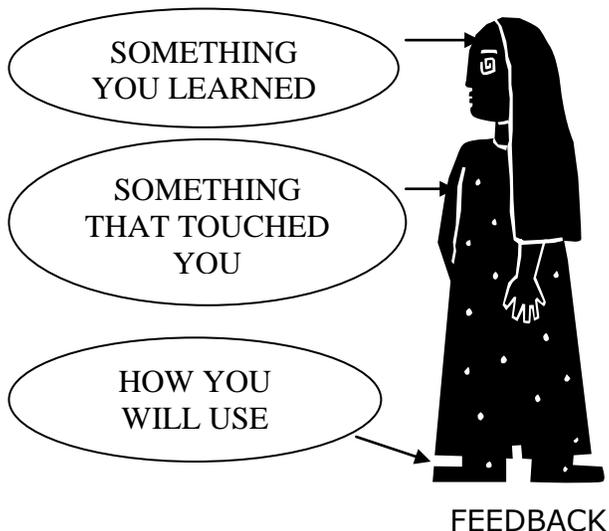
Evaluation Guidelines

Evaluation forms

It is always advisable to design an evaluation form to measure the outcome of the workshop and whether the expectations of participants have been met. Evaluations measure the audience experience, the facilitators' capacity to transfer knowledge and the overall satisfaction or dissatisfaction with the presentation and what the audience has retained.

A collective evaluation is often preferred because it is visual and gets people to interact more than by individually answering a questionnaire. One way to conduct a collective evaluation is by drawing an outline of a person with a large head, heart, and feet on flip-chart paper. Give each participant small slips of Post-It paper and ask them to write down the major things they learned from the session. Post information they learned on the head of the drawing, feelings they had on the heart of the drawing, and things they learned how to do or practiced doing on the feet.

SAMPLE 1 Collective evaluation



SAMPLE 2 Individual evaluation

FEEDBACK

I liked....

I did not like...

Can you name 3 skills that you've learned from this workshop?

Because of this workshop, I will be better able to assist my clients

YES

NO

(Please circle one) The workshop was:



Good



Average



Not so good



Poor

Comments:



Ideas for future workshops – please list in priority with #1 being the most important....

1. _____
2. _____
3. _____

THANKS!

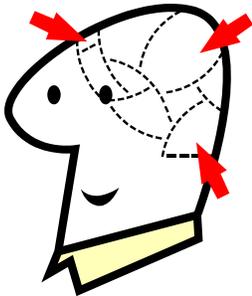
Appendices

1. Evaluation
2. Twinning guidelines- ATCR June 2009
3. Participant Certificate
4. Consultant report to CCR
5. Consultant biography

APPENDIX 1 Evaluation

EXPLORING CULTURE- BRASILIA MAY 2009

TODAY I



LEARNED.....



FELT



WALKING OUT WITH.....

PLEASE READ AND ANSWER, GIVING CLASSIFICATION FROM 0 TO 4

(Nothing) 0 - 1 - 2 - 3 - 4 (Best)

1. Facilitators were well prepared-
2. Examples and concepts were relevant for my work-
3. Content was organized and easy to understand -
4. The objectives were clear and had been reached-
5. The participation of professionals was important-
6. Use of technology and distributed material was important -
7. I would recommend this seminary to colleagues-

Additional comments or suggestions:

APPENDIX 2 Twinning Guidelines

ATCR June 2009

GUIDELINES: ON TWINNING ARRANGEMENTS BETWEEN RESETTLEMENT STATES (ESTABLISHED, EMERGING, AND OBSERVER STATES)

This draft prepared by the UK draws together themes from survey results and discussions on Twinning during the ATCR working group meeting held in Geneva in October 2008.

Introduction

Twining can be described as any partnership activity between states or NGOs which aims to encourage an emerging or new resettlement state to develop or strengthen its resettlement programme. It is also any partnership activity which allows a state or NGO to improve the effectiveness of their existing resettlement programme. Successful twinning arrangements reinforce UNHCR's global strategic objectives for resettlement as it strengthens global protection activities and resettlement capacity.

Twining enhances resettlement by allowing states or NGOs to increase their understanding by sharing best practice of any stage in the resettlement process from case selection through to integration. Twining can also assist emerging or observing states to develop a resettlement programme which in turn builds capacity and shares the resettlement responsibility with countries hosting refugees. UNHCR can act as a facilitator and active player in some cases, particularly at "front-end" aspects of the resettlement equation. Within the context of WGR and ATCR such twinning activities are directly beneficial to UNHCR activities and UNHCR has a direct interest in the effective global coordination and cooperation between States and NGOs on resettlement activities to strengthen the efficiency, integrity and responsiveness of programmes to address global protection / resettlement priorities.

Twining projects which are backed by funding generally have specific objectives and formal monitoring and reporting arrangements set up at the start of the project. It is helpful to adopt a more formal project style or way of working for twinning activities without specific donor funding as this also demonstrates that both partners are working towards a set of agreed outcomes.

These Guidelines are intended to be a useful best practice framework for states and NGOs who are setting up and logging twinning arrangements. They are not intended to replace any informal arrangement / dialogue that a state or NGO has established or wishes to establish.

Range of Twinning Activities

For the twinning arrangement to be of value there would need to be a substantive / concrete engagement between the two or more parties (e.g. states and NGOs) who are working towards clear and specific objectives to

deliver outcomes in terms of resettlement capacity / programme development. An arrangement such as a “familiarisation mission” cannot be considered as a twinning activity in itself. As stated above there should always be an objective to strengthen the resettlement capacity.

Twinning activities will vary depending on the project. They can be one-off meetings, skill share days, secondments for staff over several months or longer term arrangements aimed at mentoring and shadowing all aspects of a resettlement programme. Some activities are listed below:

- visits, staff exchanges,
- shadowing a selection mission,
- training or skill sharing events, seminars,
- assistance in preparing documents for National Government,
- assistance preparing policy documents
- assistance in sourcing funds to strengthen resettlement capacity
- assistance pre and post arrival/cultural orientation
- sharing practice of integration support / housing (e.g. at State, NGO and local authority level).

A cost effective way to set up a twinning arrangement could also be through ‘virtual networking’ in the form of teleconferences or emails. If this twinning relationship develops, the relevant parties could then consider expanding twinning strategies in line with their needs. Virtual twinning could present a more achievable and practical method to ensure that the momentum created by UNHCR in encouraging countries to start/continue resettlement programs is sustained.

Examples of twinning-type activities that have taken place are:

- Czech Republic/ Netherlands: To get as much experience in the field of resettlement as possible to create a Czech Republic policy paper and develop a resettlement process.
- Canadian, shared experiences and challenges in resettlement with officials from the Americas and NGOs as part of their on-going engagement on Solidarity under the Mexico Plan of Action.
- Norway and five Latin American countries, namely Argentina, Brazil, Chile, Paraguay, and Uruguay have a competence building cooperation with Norway regarding selection and integration of quota refugees.
- Pan-Europe: ICMC-European experiences of “Practical Cooperation for the European Resettlement Network” and ERF funded programme resulting in the Welcome to Europe” publication.
- Finland, Ireland, Spain, Sweden under MOST¹ the focus of this project was to develop comprehensive models for quicker and better integration of refugees, who come directly from crises situations or refugee camps to the European Union.

¹

MOST - *Modelling of Orientation, Services and Training related to the Resettlement and Reception of Refugees*

Identifying your “learning/skills gap”

Before approaching a potential twinning partner you should first identify what area of resettlement you wish to develop and within what timeframe. At this point it is useful to also identify your “ideal” end goal - the outcome you wish to achieve. For example, a goal could be ambitious; i.e. “to set up a resettlement programme in country X within 18 months” or equally important “to improve cultural orientation on arrival of a resettlement group in country X.” UNHCR can assist in identifying suitable twinning opportunities / partners and can advise states and NGOs when a twinning relationship can be advantageously explored.

It is a good idea to draft some initial proposals as these can be used as basis for discussion with your potential twinning partner/s. You will know your organisation best so ensure that your proposals are **realistic and achievable**. You will also need to identify who in your organisation will lead on negotiations and who should be involved in your project from your organisation and from other relevant stakeholders. This will involve identifying what skills your staff already have, who else needs to be involved and what skills they would need to develop to ensure that the twinning project is a success and the outcomes are achieved. You should also consider how the knowledge gained through the twinning project will be disseminated to all actors with an interest or potential role in resettlement in your country. Annex A: provides basic check list of what you should consider before embarking on twinning project.

Annex B provides a simple example of the range of issues that may need to be considered and the approximate timescales involved when setting up a resettlement programme.

Identifying a twinning partner

Your choice of partner/s will depend on the type of twinning activity to be undertaken and duration of the project. Again UNHCR may be able to offer useful advice on this. It may be that you will need to approach several partners during your preliminary discussions. All partners involved in the partnership will need to refine and negotiate their objectives and outcomes once discussions are underway. Costs will also be an important consideration so should also be factored into discussions at an early stage. You should have a time frame in mind of when you wish to begin and end your twinning project.

Factors that you may wish to take into account in choosing a partner may be:

- Geopolitical and socioeconomic considerations
- Similarity of the resettlements State’s asylum system to your asylum system
- Size or structural characteristics of the resettlement programme
- Policy and procedural characteristics of the resettlement programme (e.g. dossier or mission based)
- Interest in specific refugee populations in need of resettlement
- Funding for the twinning activity
- The role and function of NGOs
- Initial reception orientation arrangements (e.g. refugees go straight to new homes and receive orientation within new community, or refugees spend e.g. month in initial accommodation, receiving orientation package)
- Integration arrangements (e.g. government-sponsored, NGOs, private sponsors)
- Successful co-operation in other areas

Funding

Securing funding for a twinning activity from national resources is not always possible. It is worth exploring other sources of funding such as the European Refugee Fund (ERF) or other international donor organisations.

Some states may wish to note that the European Commission will be announcing a Community Action call for tender in January 2009 for projects that involve two or more EU Member States (excluding Denmark who opted out of the European Refugee Fund). Projects must start by the end of August 2009 and be completed no later than the end of February 2011. Minimum funding will be €200,000 with the maximum funding being €1,500,000. The European Commission will fund up to 90% of the costs for multi-lateral programmes.

Member States and NGOs operating in one or more EU Member States (excluding Denmark) are eligible to apply for funding under the ERF Community Action call for the tender. Indeed the Commission, in draft documents for the call for tender, have highlighted twinning for resettlement proposes is one of their key strategic objectives when allocating the Community Action funding. Non-EU states may be included on any application for Community Action Funding but this will be on a full cost basis as they are not eligible to receive EC Community Action Funding.

WG participants are invited to suggest other funding possibilities other than EU funding options.

States interested in establishing a resettlement programme and those interested in becoming twinning partners should consider the budget implications for engaging in twinning activities which will likely strengthen the programme development and sustainability.

UNHCR also may be able to assist with advice on twinning activities.

Contact: Sean Henderson at HENDERSO@unhcr.org

Yukiko Iriyama at: IRIYAMA@unhcr.org

Twinning Register

UNHCR may be able direct you towards appropriate partners depending of the type of activity you wish to undertake. Twinning activities should be logged on the Twinning Register to allow Resettlement States and NGOs to easily view what the activities have been undertaken. This may also be a useful source for future activities. (See Annex C – example of Twinning Register)

The twinning register will be held and maintained by the Resettlement State who holds the Chair of the ATCR and the NGO focal point. UNHCR will ensure that updates are posted on the secure ATCR website.

Drawing Up a Memorandum of Understanding

Your negotiations should include drawing up a general agreement, or memorandum of understanding which describes the twinning activity. This can include the objectives, the roles of the personnel involved, the timeframe involved, a monitoring plan, outcomes and evaluation. The length and level of detail in the agreement should reflect the partners involved – e.g. and agreement between two small NGOs in different states will differ from that between two states.

The following is an example of what your memorandum document could include :

1) Title Information - describing the activity.

E.g. "General Agreement for cooperation and exchange between.....etc"

This page should include the names and address of the partners involved in the activity.

2) Introduction – a brief statement providing the contextual background of the activity and the duration of the activity.

3) Aims and Objectives – In some ways this is the most difficult part of the planning process as partners will have to factor in all aspects of the activity taking into account how this impacts on their own organisation or work, so it is useful to allow appropriate time to discuss this during your preliminary negotiations. Once agreed these objectives should be recorded in your agreement.

Your objectives should be reviewed against SMART principles.

- i) Specific – Objectives should specify what they want to achieve.
- ii) Measurable – You should be able to measure whether you are meeting the objectives or not.
- iii) Achievable - Are the objectives you set, achievable and attainable?
- iv) Realistic – Can you realistically achieve the objectives with the resources you have?
- v) Time – When do you want to achieve the set objectives?

4) Roles and Responsibilities of the Partners

This section should clearly state who will be involved in the partnership activity both at an individual and overall level. There may be some partners that were not specified at the beginning of the project but are drawn in as it evolves because of the advantages and expertise they can bring to the activity. If that is the case you could consider including them here if it is practical to do so.

5) Implementation Plan

This section will include the detail, i.e. a list of the specific activities to be undertaken to achieve the objective. This list should state what the activity is, who will be assigned to the activity, and when the activity is to start and end.

As with project based working each specific activity or group of activities should be working towards an outcome or milestone. This will ensure that both partners can easily monitor whether their twinning partnership will meet the agreed outcomes.

7) Funding Arrangements, if any

If funds are available to support the agreed activities, they should be identified in the agreement. Ideally a statement should identify the source, the amount of the funds and the time during which the funds will be available.

8) Review and evaluation

This a key phase for both partners as this identifies whether the twinning project is going to plan. Therefore it is important to build in a review and evaluation of outcomes both during (at key milestones) and at the end of the activity. All partners views of what went well and what could be strengthened should be taken into consideration. The person/s (or team) who will be responsible for the reporting and evaluation should be identified.

9) Risks

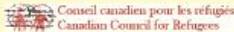
As with any project it is beneficial to include a simple risk register. That is, identifying each risk and what you can do to minimise it. This will ensure that you are prepared if your twinning activity does not go according to plan. For example, risks could include, unexpected budget cuts, poor communications resulting in misunderstandings, unclear roles and responsibilities.

Annex A

Twinning Checklist

Before setting up a twinning activity it is useful to consider the following:	
	Your objectives - What are you hoping to achieve by setting up a twinning activity?
	Your outcomes - What you do expect to deliver as a result of setting up a twinning activity?
	Have resources been identified for the duration of the activity?
	What is the timeframe – when do you expect to start and end the activity?
	Is your organisation committed to the use of resources for this twinning project?
	Who will have overall responsibility for the twinning activity?
	Who will be involved in the twinning project? (From your organisation/other stakeholders)
	How will roles and responsibilities be assigned?
	How will the activity be monitored?
	How will risks which could affect the activity be monitored?
	How will you evaluate the activity? What are the lessons learned? How will the findings be disseminated at a national level?

APPENDIX 3 Participants Certificate

V ENCONTRO DAS REDES DE PROTEÇÃO "OFICINA SOBRE A DIMENSÃO CULTURAL E SUA IMPORTÂNCIA NA INTEGRAÇÃO DE REFUGIADOS E REFUGIADAS NO BRASIL"	<h1>CERTIFICADO</h1> <p>conferido a</p> <hr/>			
	<p>por sua participação no V Encontro das Redes de Proteção - "Oficina sobre a dimensão cultural e sua importância na integração de refugiados e refugiadas no Brasil", promovido pelo Instituto Migrações e Direitos Humanos (IMDH), Canadian Council for Refugees (CCR) e Alto Comissariado das Nações Unidas para os Refugiados (ACNUR), realizado nos dias 13, 14 e 15 de maio de 2009, com a carga de 20 horas.</p>			
	<p>Brasília - DF, 15 de maio de 2009.</p>			
	<p>Rosita Milesi Diretora IMDH</p>	<p>Javier López-Cifuentes Representante ACNUR Brasil</p>		
	<p>Carolina Gajardo Yaya de Andrade FACILITADORES do CCR</p>			
				

APPENDIX 4 Consultants report

The Cultural Dimension: challenges and contributions for the integration of refugees

EXPLORING CULTURE Integration of Refugees in Brazil: Cultural Dimensions, Challenges, Contributions Brasilia- May 13 to 15, 2009

CCR CONSULTANTS REPORT, JUNE 09

Acknowledgements

As consultants for the CCR in this project, we want to acknowledge the support of our organizations COSTI Immigrant Services and PTI-Psycho Cultural Trauma Training Institute that as Agency members of CCR free our schedules allowing our participation.

We gratefully acknowledge the financial support received from Citizenship and Immigration Canada, good ideas and great projects always require financial resources. Furthermore, the success of twining projects will greatly benefit from dedicated future financial resources.

The material used was a compilation of materials we have used in our work with refugees, adapted from previous training projects, as well as existing resources provided to us by colleagues who continue to contribute to the integration of refugees in Canada.

Finally, our deepest gratitude to CCR Executives, Liz McWeeny, President of CCR and Janet Dench, Executive Director and the extraordinary work done by our colleagues in Brazil, Sister Rosita Milesi and her team at IMDH and Cyntia Sampaio UNHCR Brazil.

Background

About the event

A two and a half days forum that brought together Brazilian directors and front line workers of NGOs engaged in resettlement of refugees from abroad along with two representatives from the Canadian Council for Refugees. There were 42 participants in the workshop. The session was held in the context of a meeting of the Protection Network in Brazil, sponsored by the UNHCR, held 13-15 May 2009 in Brasilia, Brazil. The title was Workshop on the cultural dimension and its importance for the integration of refugees in Brazil.

Goals

- To shared expertise in the areas of cultural competence and cross-cultural communication.
- To understand the refugee experience, the ideal type of service provision, and self-care when working with refugees.

The importance of sharing

On a personal level, the experience of sharing with the Brazilian colleagues brought a special energy and acknowledgement of recognizing the many privileges we have in Canada when offering services to refugees. The depth of involvement in sometime precarious conditions was a humble experience in

itself. It was an eye opening experience to hear their stories, to see the sophistication of the material developed by the network and the Brazilian government to introduce the program, and to learn about the many community development initiatives to support refugees. There are things that we in Canada we can truly benefit from.

The Program

It is relevant to acknowledge that the four program leaders communicated through Skype and e-mails for approximately two months, in order to put together the training material. Participants were surprised at how we had accomplished this task without seeing each other even once. Lesson learned for the network in Brazil and for twinning projects about the importance of virtual communications.

All the case studies used were true experiences of refugees in Brazil. We tried to cover all the most challenging areas i.e. gender, family reunification, age, etc.

THE TOPICS COVERED

Exploring Cultures

- ▶ Group exercise **“In My Culture....”**
- ▶ Cultural Competence
- ▶ Understanding our own culture
- ▶ Identifying the dimensions of culture

Exploring Cultural Shock & Integration

- ▶ The refugee experience
- ▶ Culture Shock, acculturation & integration
- ▶ Phases of integration: for immigrants & refugees / for receiving society
- ▶ Group Exercise
- ▶ The work experiences with Palestinians, Colombians with and Africans in Brazil

Circles of Dialogue

- ▶ Addressing challenges and success in the reception and Integration of refugees in Brazil
- ▶ Group exercise **“If I need to escape I will bring with me...”**
- ▶ Dimensions of the Cross-Cultural integration process

Cross Cultural Communication

- ▶ Impact, self-care, guidelines, strategies
- ▶ Culture Shock, acculturation & integration
- ▶ Working groups; case studies

Working Groups

- ▶ Developing Strategies for effective Cross Cultural skills in working with resettled refugees in Brazil

EARLY RECOMMENDATIONS

1. ***That the CCR continues offering follow-up and mentorship support to IMDH network.***
2. ***That the CCR advocate for financial support to assist IMDH in the development of their web site that the network can use for sharing capacity.***
3. ***That the CCR invite the Brazilian colleagues to share their best service practices to learn their strategies and new ideas.***

4. *That the CCR establish a support/expertise team to offer future areas of development to IMDH.*
5. *That the CCR formulate a plan in how to establish ongoing exchange with NGOs in other resettlement countries.*
6. *That the CCR advocate with the Canadian Government and UNHCR for an ongoing support to develop this area of twining projects.*
7. *That facilitators involved in twining projects are available for follow-up consultations for a minimum of one year.*
8. *That the facilitators must have language expertise and knowledge of programs and services provided by sister agencies before deployment.*
9. *That the Brazilian program must sensitize psychologists and others to build resources in the area of mental health expertise, to support those in need.*
10. *That CCR offer support to IMDH in the development of refugee participation initiatives.*

APPENDIX 5 Consultant bios

Yaya de Andrade Andrade holds a Ph.D. degree in Psychology and is a Board Certified Expert on Traumatic Stress Studies by the American Academy of Experts in Traumatic Stress. In more than three decades as a psychologist in Vancouver, she has provided a wide range of direct services in various settings. These included assessment, short-term psychotherapy, consultation, and specialized training. She was one of the founders of VAST (Vancouver Association for Survivors of Torture) and the PTI (Psychosocial Trauma Training Institute). Currently she works at the Student Services of UBC providing counselling for students.

Dr. de Andrade has participated in cross-cultural studies and always enjoys assisting people from diverse ethnicities and working in multidisciplinary teams. She was awarded the International Humanitarian Effort Commendation in 2005 by the BC Psychological Association. She is an experienced presenter and leader, relies on best practice, and her model of treatment is focused on facilitating people's understanding of their psycho-social needs, overall well-being and resilience.

ydeandrade@shaw.ca

Carolina Gajardo is a member of the Canadian Council for Refugees. A former refugee from Chile in 1990 she joined COSTI Immigrant Services, working largely in the area of initial reception, settlement, housing, and language instruction for newcomers. Carolina has counseled hundreds of victims of trauma and engaged in assessment and crisis intervention as well as developing support groups for refugees and immigrants. She has trained settlement, housing and shelter workers, cultural interpreters, teachers, doctors, and government workers providing services to newcomers. She now manages COSTI's North York Housing Help program, which serves an average of 10,000 people per year.

Today as a citizen of Canada and a resident of Toronto, Carolina sits on a number of boards and committees dedicated to social justice, human rights, community development, and newcomer settlement issues.

Carolina has played a key role in the development of newcomer orientation materials used worldwide.

gajardo@costi.org