

ALL INCLUDED



Toolkit for Migrant Student Empowerment

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INTRODUCTION



This toolkit is made in the framework of the OBESSU project called “Seeds for Integration”. Seeds for Integration is a re-granting scheme run by the Organising Bureau of European School Student Unions (OBESSU) and aims at building an inclusive school environment for all school students, regardless of their ethnicity, nationality, country of origin or mother tongue.

Seeds for Integration provides funding for local, regional or national projects run by school students. These projects aim at:

- encouraging secondary school students to discuss the situation of refugee and migrant youth in Europe on a local, regional and national level.
- raising awareness to the issues refugee and migrant school students might encounter within the school or the education system.
- building an inclusive school environment where every school student feels at home regardless to their race, nationality, country of origin or mother tongue.
- creating possibilities for students with migrant background to share their stories with the school community.
- building closer ties between the communities migrant students are coming from and the school community.

During the 18th edition of University on Youth and Development (Mollina, September 2017) 13 project leaders gathered to share their experiences with preparing and implementing Seeds for Integration projects. They created this toolkit in cooperation with a Working Group of OBESSU composed of different activists from Member, Candidate and Affiliate Organisations with expertise in the topic. The toolkit is meant to help creating qualitative and sustainable projects that involve migrant and refugee school students from the very beginning of the project.

What you will (not) find in this toolkit

This toolkit is a collection of different project templates: this means that we gathered some of the good practices and projects that we financed through Seeds for Integration and we put them together for you to take inspiration. Inspiration we say, that means that this is not a catalogue for you to pick a project and resubmit with copy-paste efforts! While reading through the different templates, remember that one size does not fit it all: you can find a project interesting, but never forget to re-adapt it to your context, organisation, means and possibilities.

At the appendix of this toolkit you will find also some tips and guidelines on how to run a project, from the writing phase to the management and the reporting. You can use these guidelines to adapt the project to your context and create a new version of a successful project.

Never forget that OBESSU is always at your disposal for analysing together the needs of your context, define the objectives of your project, roll out the activities and support you in writing your first Seeds for Integration project. You can always find a good friend in our Secretariat and Pool of Trainers, which you can contact through seeds@obessu.org and pot@obessu.org.

Good luck!

KEY-TERMS

Asylum seekers	A person who had to leave their country of origin because their life is in danger and is in the process of applying for international protection.
Discrimination	The unjust treatment of different social categories of people, such as on the grounds of race, age, sex or gender.
Diversity	The inclusion of people representing more than one nationality, gender, skin color, religion, socioeconomic background, sexual orientation.
Emigration	The process of leaving your own country to live in a different country.
Empowerment	The process of providing tools, rights and giving someone power to improve their own situation of disadvantage, for example through capacity building.
Grassroots	The origin or basis of something; usually involving local community groups, ie. the students in your school.
Inclusion	The kind of environment that enables everyone to succeed, coming from the believe that everyone has the same human rights, and yet is unique and has different specific needs.
Immigration	The process of entering another country to live there.
Migrant	A person who moves from one country to another in order to find work or better living conditions.
Ethnic minority	A group of people who poses ethnic, religious, cultural and/or linguistic characteristics differing from those of the rest of the population of the state.
Prejudice	An unfair and unreasonable opinion, attitude and feeling expressed towards a particular social groups, especially when formed without enough throught or knowledge.
Racism	Prejudice, discrimination or violence against someone of a different race or ethnicity.
Refugee	A person who as had to leave their country of origin because their life was in danger and has been given international protection.
Stakeholder	A person or group who has the power to influence a project because they have a strong interest in the outcome.
Tokenism	The practice of making only a symbolic effort to do a particular thing, eg. by recruiting a small number of people from underrepresented groups in your project to give the appearance of inclusivity.
Tolerance	Allowing the existence, occurrence, or practice of other people's attitude or beliefs without interference.
Xenophobia	Fear or strong dislike of people from other cultures and backgrounds, etc.

TEMPLATES FOR INSPIRATION



It can happen that you realise the need to act with and within your community on the topic of the educational inclusion of young migrants and refugees, maybe you even already know the Seeds for Integration programme, but you do not have the capacity to write a whole project by yourself... yet!

In this section of the toolkit you can find some ideas collected during the University on Youth and Development 2017 in Mollina, Spain by different grantees of the Seeds for integration programme.

We categorised the projects in Small, Medium and Large scale according to their budget, meanwhile the Seeds for Integration programme changed its shape and will likely change it again as it is based on the needs of the communities and you, the school students who run the projects. You can use the following categories as indicators of where you can aim when you think of some activities and how much we funded in the past. You can also reach out to our Secretariat to understand which of the different Pillars is more in line with your idea.

In the templates you can read about the duration, the budget, the team and the activities of different projects, which have been labeled with a number from 1 to 5 depending on how complex its management can be. We suggest you start with the easier and then ambitiously move to planning the more complex ones!

Something we suggest you also do is to have a read at the templates here and then move to reading the guidelines for creating a good project: this will help you to nail the application!

a. Small Scale Projects

School without racism, Germany

PROJECT NAME: School without racism	
Level (1-5) (being 1 the most easy project to apply and 5 the most difficult)	2
Duration of the project	2 months preparation
Duration of the activity	4 days
Venue of the activity	Mons Tabor Gymnasium, Montabaur, Germany
Budget and scale	1.250,00 € (Seeds for Integration funding + external funding)
Number of team members and roles	2 Project coordinators: Internal communication, coordination of the work, Contact with OBESSU secretariat 1 Team member: Finances, acquisition of financial fundings 2 Team member: Contact with facilitators, pedagogical coordination 2 external facilitators

Problem, obstacles tackled and human rights framework	<p>In the school that applied for the project there was a special class for new-coming refugees, as in the areas surrounding the school there is a refugee hosting centre. The school students felt, though, that the young refugees coming to study in the school were not fully included and therefore decided to organise this project to fight stereotypes and prejudice about refugees and to create a better school environment.</p> <p>Human Rights' Declaration article tackled: Article 4: Freedom from discrimination</p>
Target group	<p>Students of the schools, parents of the school students and peers of the students.</p>
Objectives of the project	<p>The participants:</p> <ul style="list-style-type: none"> • realise what hate speech is, know about their characteristics and backgrounds • acknowledge hate speech as a threat for democracy and human rights • develop strategies on how to cope hate speech • can use their new developed competences to make the school a safe space where nobody will experience racism or discrimination
Kind of activity	<p>Training for multiplier</p>
Partners	<p>2 external facilitators</p>
Step-by-step	<p>Month 1:</p> <ul style="list-style-type: none"> • Finding other donors and funding to realize the project <p>Month 2:</p> <ul style="list-style-type: none"> • Preparation of the training in cooperation with the external facilitators • Organise a visit to the refugee centre <p>Month 3:</p> <ul style="list-style-type: none"> • Implementation and Evaluation of the training
Method of engagement	<p>As part of the project, the target group of the project - school students - visit the refugee centre and had a chance to meet with their peers. This enlarged the vision of the participants and offered an opportunity for exchange.</p>
Contact	<p>Louisa Stockschläder louisastockschlaeder@yahoo.de</p> <p>Lena Leihberg lena.leihberg@aol.de</p>

“Welcome Pack for new Students”, Ireland

PROJECT NAME: Welcome Pack for new Students	
Level (1-5) (being 1 the most easy project to apply and 5 the most difficult)	1
Duration of the project	1-3 months
Venue of the activity	St. Mel’s College, Co. Longford, Ireland (an all boys secondary school with over 600 students)
Budget and scale	500€ - local scale
Number of team members and roles	Student council (7 members) and Teacher responsible for Student Council
Problem, obstacles tackled and human rights framework	<p>When students from a migrant or refugee background start a new school they may feel lost and confused due the difference in culture. By providing a “Welcome pack” with useful information we can help ease new arrivals integration into the school community and make them feel included</p> <p>Human Rights’ Declaration article tackled: Article 1. Right to Equality Article 19. Freedom of Opinion and Information</p>
Target group	New students to the school for whom English is not their first language
Objectives of the project	Create a document to help new arrivals (e.g. with a map of the school, key phrases to use in the classroom, pictures of important items) to help the newcomers feel home
Kind of activity	Welcoming activity
Partners	New arrivals to the school community, printers, school authorities
Step-by-step	<p>1st month</p> <ul style="list-style-type: none"> • Allocate tasks to different members. • Decide what should be in the “Welcome Pack” based on consultation with students from migrant backgrounds <p>2nd Month</p> <ul style="list-style-type: none"> • Write booklet <p>3rd Month</p> <ul style="list-style-type: none"> • Print Booklet • Hold a ‘launch day’. Invite school leadership, local media and local politicians. <p>Long term impact: Have a useful document for any new students in the future for whom English is not their first language!</p>

Method of engagement	Students who were once new arrivals were consulted in the drafting and design stage. They then helped to translate the booklet into different languages.
Contact	Emma Dempsey, Student Council Liaison Teacher, emma.dempsey@stmelscollege.ie

Role Play, Sweden

PROJECT NAME: Role Play	
Level (1-5) (being 1 the most easy project to apply and 5 the most difficult)	2
Duration of the project	1 month
Duration of the activity	1 day
Venue of the activity	High School in Öland, Sweden
Budget and scale	500€
Number of team members and roles	4 team members: 1 Project Manager, 3 Team Members
Problem, obstacles tackled and human rights framework	Refugee students often face prejudice because of their 'label' despite students and staff being supportive. Human Rights' Declaration article tackled: Article 4. Freedom from discrimination
Target group	School community (Refugee and local students, teachers)
Objectives of the project	By assigning roles, participants see the person 'behind the label' and break down negative stereotypes. Students and teachers reflect on themes of human rights, equality and discrimination.
Kind of activity	The GAMIFY methodology is a combination of gamification and non-formal education. The school students (from different backgrounds) spend time together in a non-formal setting; get to know each other beyond the labels as they will be in different roles. Games will create human bonds, as they will be in groups competing and aiming to win. Moreover, the games themselves will be an opportunity to be in each other's shoes, and reflect about different themes around rights, equality, and discrimination.
Partners	<ul style="list-style-type: none"> • The Young Republic - youth organisation working to empower the social inclusion and democratic participation of young refugees in Sweden and Europe in general • Teachers in the school
Step-by-step	1st month <ul style="list-style-type: none"> • Online meeting with partner organisation • Logistic organisation of event (find venue)

Step-by-step	<ul style="list-style-type: none"> • Online promotion of event • Online registration of participants • Event takes place • Evaluation of the event with partner organisation
Method of engagement	Led and initiated by young refugees with participation from the local community
Contact	Joel Viksen , joel.abraham.viks@gmail.com The Young Republic , info@theyoungrepublic.org

b. Small Scale Projects

Educational Drama, Poland

PROJECT NAME: Educational Drama Gransk	
Level (1-5) (being 1 the most easy project to apply and 5 the most difficult)	2
Duration of the project	4 months
Duration of the activity	4 hours; <ul style="list-style-type: none"> • Each performance is 30min • 8 performances in total
Venue of the activity	Different schools in the City of Gdansk
Budget and scale	500€
Number of team members and roles	1 project leader, 1 technical manager, 13 actresses and actors, 3 classes of a supplementary schools for migrants
Problem, obstacles tackled and human rights framework	Lack of knowledge about migrants and refugees resulting in discrimination and prejudices. Human Rights' Declaration article tackled: Article 1. Right to equality Article 2. Freedom from discrimination (The Universal Declaration of Human Rights)
Target group	Polish society, mainly focusing on kindergarten, primary & secondary students
Objectives of the project	Raise awareness about migrants in Poland
Kind of activity	Educational drama play
Partners	European Solidarity Centre Gdansk as venue provider

Step-by-step	<p>1st month: Creation of team of performers</p> <p>2nd month: Conceptualization of play</p> <ul style="list-style-type: none"> • Researching about the situation of migrants in Poland by organising several meetings with stakeholders (migrant students, representatives of municipal migration authorities) • Writing the script • Discussing the script with schools for improvements and corrections <p>3rd month: Intensive Rehearsal</p> <p>4th month: Implementation</p> <ul style="list-style-type: none"> • Main performance at Municipal meeting • Several performances in schools • Performance at state-level theatre competition
Method of engagement	<p>Engagement of audience:</p> <ul style="list-style-type: none"> • Interactive questions during the performance • Follow- up workshops for audience <p>Engagement of migrant students:</p> <ul style="list-style-type: none"> • Consulted during planning stage • Took part as audience
Contact	<p>Maciej Wróblewski gimiliq@gmail.com</p>

Inclusive Football Tournament, Germany

PROJECT NAME: Inclusive Football Tournament	
Level (1-5) (being 1 the most easy project to apply and 5 the most difficult)	2
Duration of the project	3 months
Duration of the activity	1 day
Venue of the activity	Gym of a local school
Budget and scale	500€ + co-funding
Number of team members and roles	<ul style="list-style-type: none"> • 1 project leader: Coordination and organisation, contact person for OBESSU • 1 project assistant: daily work related to the project, contact person for teachers and students • 2 gameplay coordinators: Coordination of the teams and the gameplay • 1 cultural mediator: mediation of (cultural) conflicts, confidential person for students • 1 public relations officer: press releases, social media • 1 head of finances: administration of the bank account and expenses

Problem, obstacles tackled and human rights framework	Refugees are not included in the school community as they are in separate classes and don't have so much contact to the other students Human Rights' Declaration article tackled: Article 1. Right to Equality Article 27. Right to participate in the Cultural Life of Community
Target group	School Students from the local community
Objectives of the project	Include refugees in the local community through a big sport event
Kind of activity	Football Tournament
Partners	Support by teachers and the city council
Step-by-step	<p>Month 1:</p> <ul style="list-style-type: none"> • Sending invitations to the headmaster and student councils of participating schools • Meeting with volunteers <p>Month 2:</p> <ul style="list-style-type: none"> • Buying important equipment • Design evaluation papers <p>Month 3:</p> <ul style="list-style-type: none"> • Execution of the tournament • Evaluation of the project
Method of engagement	Playing together football to connect refugees with native students and build friendships
Contact	Lara Kötter lara.koetter@gmx.de

c. Large Scale Projects

Connected: Positive examples of inclusion in schools in Ceuta and Melilla, Spain

PROJECT NAME: Positive examples of inclusion in schools in Ceuta and Melilla	
Level (1-5) (being 1 the most easy project to apply and 5 the most difficult)	5
Duration of the project	3 months
Duration of the activity	1 weekend
Venue of the activity	Study Session took place in Ceuta
Budget and scale	2.500€ and co-funding by government

Number of team members and roles	<p>5 team members:</p> <ul style="list-style-type: none"> • 1 Project Manager • 1 Responsible for Finance • 1 Responsible for Logistics • 1 Coordinator with external Partners • 1 Coordinator with Regional Organisations
Problem, obstacles tackled and human rights framework	<p>Ceuta is a particular place in Spain, due to the high volume of migration. In this area, the projects wants to tackle:</p> <ul style="list-style-type: none"> • Prejudice against migrant students due to lack of knowledge about their cultural background • Problems related to the coexistence of different cultures in the school setting that is not flexible to change and improve its intercultural education • The need to provide intercultural competences to a diverse population in the region <p>Human Rights' Declaration article tackled: Article 2. Freedom from Discrimination Article 26. Right to Education</p>
Target group	Schools in Ceuta and Melilla where there is a high number of migrant/refugee students
Objectives of the project	<ul style="list-style-type: none"> • Prepare a list of teaching methods/activities for the Ministry of Education, that would help improve the inclusion of migrant students. • Share best practices in Intercultural learning
Kind of activity	Study Session producing Policy Recommendations
Partners	Town hall of Ceuta and Melilla, local Parents' and Teachers' Associations
Step-by-step	<p>1st month:</p> <ul style="list-style-type: none"> • Organise logistics of study session (travel, accommodation & food) • Consultation with regional branches of school students union to select participants and best practices of inclusion in schools. • Contact schools in Ceuta and Melilla to select participants <p>2nd month:</p> <ul style="list-style-type: none"> • Participants discuss inclusion with students in their own school before study session. • Study session takes place. Students from Spain and Ceuta and Melilla discuss inclusion in schools. • Collect proposals and write a document with recommendations <p>3rd month: Meet with Political Parties and members of parliament and present them the recommendations.</p> <p>4th month: Evaluation of the projects</p>
Method of engagement	Consciously choosing participants based on background and experience, consultation with students in schools, informal education workshops during study session.
Contact	Carles Lopez (carles.lopez@canae.org)

Hear the voices, Iceland

PROJECT NAME: Hear the voices	
Level (1-5) (being 1 the most easy project to apply and 5 the most difficult)	3-4
Duration of the project	6 months
Duration of the activity	Recording the videos took 2 days. Editing the videos took 1 month. The screening event was 3 hours.
Venue of the activity	The videos were recorded at Hitt húsið in Reykjavík. The screening event was also held there.
Budget and scale	2.500€ - national scale
Number of team members and roles	8 team members; two project managers, one social media manager, one financial manager, four communication managers; one in charge of communication with the camera crew, one in charge of communication with OBESSU and two in charge of communication with migrant/refugee students.
Problem, obstacles tackled and human rights framework	There is still prejudice against students from migration backgrounds in schools in Iceland. Moreover, it was quite difficult to find students willing to share their experience. Human Rights' Declaration article tackled: Freedom from Discrimination
Target group	Upper secondary school students
Objectives of the project	Let people "Hear the Voices" of migrant and refugee young people That would help with breaking down barriers by sharing experiences and stories.
Kind of activity	Educational videos and screening event
Partners	Schools, Member organisations and Hitt húsið.
Step-by-step	<p>1st month: Dividing tasks between team members</p> <ul style="list-style-type: none"> • Who is in charge of contacting people • Preparing the outlines of the videos <p>2nd month:</p> <ul style="list-style-type: none"> • Seek out people to interview for videos by contacting educational advisors of schools in Iceland and reaching out to SíF members during annual meetings. • Confirming the video crew <p>3rd month: Inviting migrant and refugee student to a meeting to introduce them to Seeds for Integration.</p> <p>4th month: Inviting migrant and refugee student to a meeting to establish a common ground; what will be in the videos, what is the expected outcome and what we expect and vice versa.</p> <p>5th month: Recording and editing the videos</p> <p>6th month: Screening event</p>

Method of engagement	Migrant and refugee students shared their stories and played a large role in shaping the content of the videos. They were also invited to speak at the screening event. The videos spread very quickly, so, they reached outside the target group
Contact	Hildur, Secretary General neminn@neminn.is

Seeds for Integration Camp, Kosovo

PROJECT NAME: Seeds for Integration Camp	
Level (1-5) (being 1 the most easy project to apply and 5 the most difficult)	3
Duration of the project	3 months
Duration of the activity	2 days
Venue of the activity	School Camp- Jezerc, Ferizaj
Budget and scale	2.500€ - national scale
Number of team members and roles	<p>Project Leader: In contact with OBESSU, reports, policy paper, presentations</p> <p>Coordinator: Organizing the camp, find the location, in contact with institutions (MEST, MED, School), arrange the transport- Contacting participants, help organising the meals</p> <p>Technical- Design presentation, design certificates</p> <p>Logistical Assistant- Energizers and tools, organising the meals</p> <p>Volunteer- In charge of games, helping find returnees</p>
Problem, obstacles tackled and human rights framework	<p>During 2014/ 2015 around 150,000 Kosovars left towards the Western States seeking for a better life. However, the number of people leaving was too large that year and most of them were not welcomed there so they had to come back in Kosovo.</p> <p>We as the Kosovar Youth Council (KYC) realised that students are facing different difficulties accessing schools and engaging with their friends. That is when we decided to find ways to integrate the returnee students in our society and have easier access to education.</p> <p>Human Rights' Declaration article tackled:</p> <p>Article 1. Right to Equality</p> <p>Article 2. Freedom from Discrimination</p> <p>Article 26. Right to Education</p>
Target group	Returnee Students and Student Council of Kosovo
Objectives of the project	<p>The aim of the camp is to raise awareness on the needs of returnee students. Also, see what student council and we as youth organisation can do to integrate them.</p> <p>Moreover, after the camp we want to promote our work to other high schools, so that students who weren't able to participate, will have a chance to get a bit of the Seed4Integration Project.</p>

Kind of activity	Educational camp
Partners	<ul style="list-style-type: none"> • Ministry of Education, Science and Technology, • Municipal Education Directorate, • High Schools.
Step-by-step	<p>1st month: We planned how we are going to work on this project</p> <ul style="list-style-type: none"> • We found a school camp • Invite the Student Council and Returnee Students • Team Meeting • Arrange Transport <p>2nd month:</p> <ul style="list-style-type: none"> • Buy materials for the camp (Printings, Stickers, T-shirts, First Aid, etc.) • Buy Food • Second Team Meeting • The Camp (see Methods of Engagement) <p>3rd month:</p> <ul style="list-style-type: none"> • School Visit to promote what we learned in the camp • Financial Report • Final Report • Social Media Promotion
Method of engagement	<ul style="list-style-type: none"> • Discussion with Student Council and Returnees (we all discussed how schools didn't allow returnees to access schools the moment they came back. Also, we discussed that now on that Student Council knows the difficulties, what are they going to do to make it easier to engage in society and school) • Movie Night, • Storytelling (Returnees shared their personal story, their journey, which was so useful for us to understand the difficulties they faced, and how society is acting now) • Energisers, • Group Games (e.g. when we had a quiz, regarding terms and statistics about refugees and migrant, all groups were mixed to have a better engagement and different perspectives)
Contact	Qendresa Ibrahim desaibrahimi@gmail.com

Summer School "Opening doors", Lithuania

PROJECT NAME: Summer School: Opening Doors	
Level (1-5) (being 1 the most easy project to apply and 5 the most difficult)	5
Duration of the project	5 months
Duration of the activity	4 days
Venue of the activity	Campus in Palanga, Lithuania
Budget and scale	€7500 in total : €2500 provided each by school student union (ESCU and LMS)+ external funding €1500 from Lithuanian Ministry of Education and Science

Number of team members and roles	8 in total: <ul style="list-style-type: none"> • 2 Project leaders - one from each organisation • 4 facilitators • 1 responsible for external communication • 1 Responsible person for finances and logistics
Problem, obstacles tackled and human rights framework	Despite the lower numbers of migrants and refugees, discrimination and negative stereotyping is still a problem in schools in Lithuania and Estonia. Human Rights' Declaration article tackled: Article 1. Right to Equality Article 2. Freedom from Discrimination
Target group	School Students from Estonia and Lithuania aged 13-19
Objectives of the project	<ul style="list-style-type: none"> • To raise the awareness of the difficulties school students face, holding ethnic minorities, migrants or refugees background; • To gather the experiences shared into a document and implement it to our policy papers. • To promote inter-unions cooperation.
Kind of activity	Study Session and workshop
Partners	Lithuanian School Students' Union (LMS) together with Estonian Schools Student Councils' Union (ESCU)* and Lithuanian Ministry of Education and Science *ESCU and LMS are both members of OBESSU
Step-by-step	<p>1st-3rd month:</p> <ul style="list-style-type: none"> • Online meetings with representatives of LMS and ESCU; • Scheduling expenditures, accommodation and other logistics; <p>4th month:</p> <ul style="list-style-type: none"> • Open-call for participants - chosen with backgrounds in mind; • External communication through social media channels; • Confirming organising team & creating the agenda • Physical meeting of organising parties <p>5th month:</p> <ul style="list-style-type: none"> • Final online meeting of the organising team; • Study Session is held: • Day 1: getting to know each other, cultural evening. • Day 2: introducing the organisations and the aims of the study session, defining concepts (group work, crossword puzzle), quiz, defining the problem(s) • Day 3: Review & present problems, discuss how to find a solution to these problems (world café style). Each group picks one solution and designs a plan to implement it. Movie night discussing themes of racism, xenophobia and human rights. • Day 4: Evaluation of learning outcomes, objectives of study session. <p>Long-term impact: The proposals put forward will be implemented in each organisations political platform</p>

Method of engagement	Participants with migrant background have been directly involved in outcome making that has been directly implemented to the unions' political platforms.
Contact	Laura Masiliauskaitė (laura.masiliauskaite@gmail.com) Edvardas Vabuolas (edvardas.vabuolas@gmail.com)

How to use these templates and get more information?

We hope you got some inspiration of the templates here above. If this is still not enough for you, and you want to get even more inspired, have a look on [our website](#) and contact us, we will be happy to make your ideas come into shape!

Now that you have an overview of some of the projects that OBESSU funded under the Seeds for Integration programme, we want to share with you some tips on how to make sure that your ideas are solid and can create a real impact. What we really look for, in the Seeds for Integration programme and more generally in OBESSU, is for the real participation of the migrant and refugee students in every step of the project: from design to planning, from implementation to evaluation - we sing our motto all the way through the project: nothing about us, without us.

This is why, in the next pages, you will find information on what this means to OBESSU. Do not expect an extensive training course on project management and **keep a copy of the [Manual for School Students](#) at hand: you will need it as a side document to this as there are many references and interconnections.**

HOW TO WRITE A GOOD PROJECT AND MANAGE IT?

1. Problem identification

Before you jump into one of the following paragraphs thinking **that you already have the problem clear in your head**, keep in mind that your focus here is not “how to run the activity”, but rather “**what is my problem and how I can solve it**”. In fact, the key to a good and successful project is to convince the evaluators that you have run a thorough analysis, you know where you want to go and you know what activities will lead you there. In the “Solution Identification” chapter you will read a bit more about how to identify your goals once you know what your problem is.

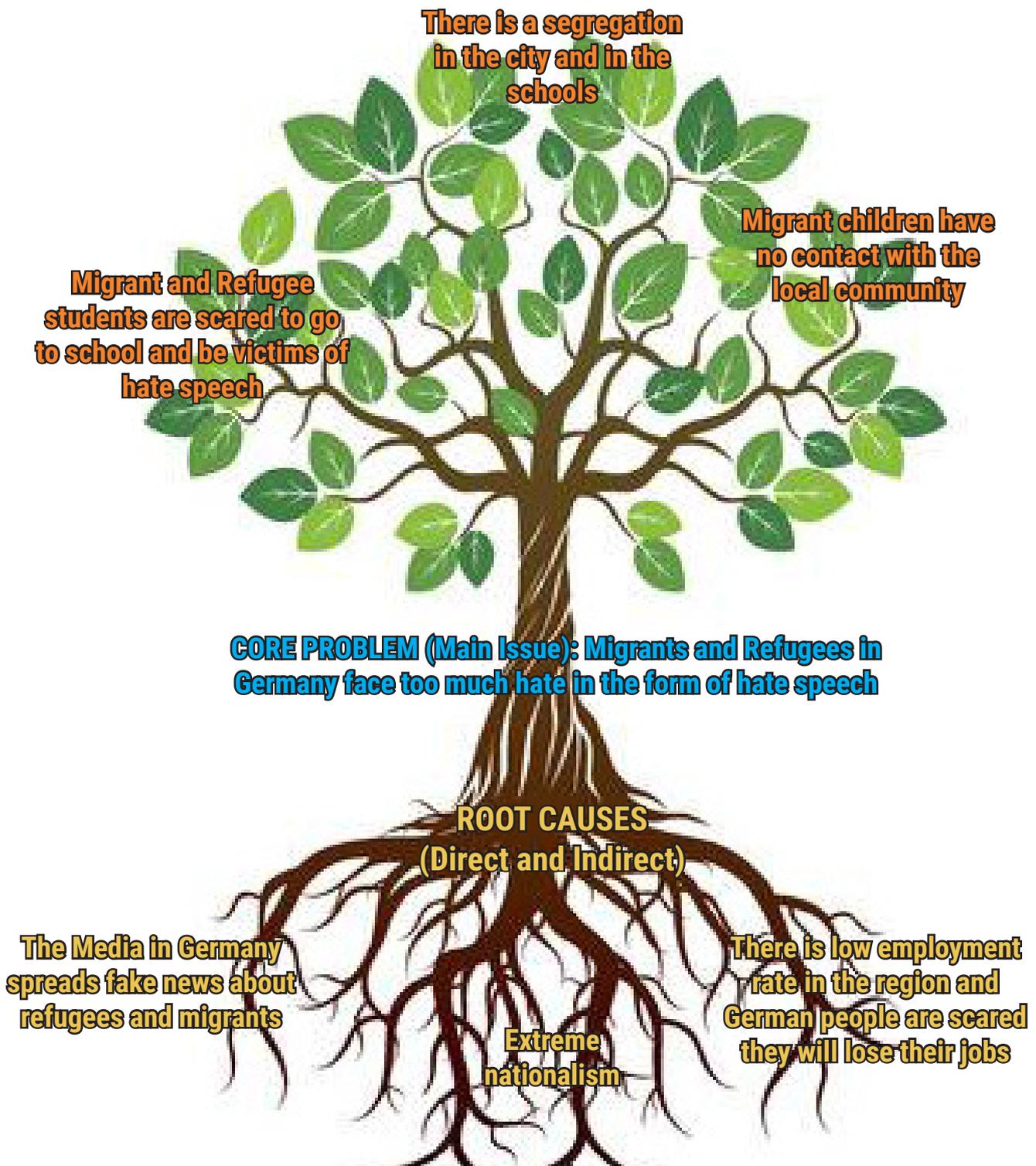
All challenges are rooted in a problem and all problems are rooted in a context.

We know that you will feel the urge to say that the problem is the “lack of understanding of cultural differences in the school community” and we are sure this is true, but we also want to invite you to think of the following questions:

1. Why is there such a problem/challenge/lack?
2. What is the local/regional/national context in which this problem is framed?
3. How long have we had this problem?
4. How has this problem been tackled in the past?
5. What prevents this problem from being solved?
6. Is this a problem we can solve alone?
7. Who can help us solve this problem?

To help you answering this questions, we can suggest you use a Problem Tree. This exercise will help you getting as deep as you can in the problem. This method will help you to analyse your problem by looking at your the causes and the effects, similarly to a mind map. We encourage you to do this exercise in a group of at least 4 people and to include the migrant and refugee students of your community already at this stage of the project, because their voice and perspective on the problem identification is **key**.

Hereafter is a drawing of a problem tree. We will use distrust and hatred towards migrants in Germany as an example. When creating the tree, make sure that you grow with it and start from the roots to blossom into leaves that represents the effects. We hope that those effects, that represent problems and challenges can fall down during the autumn of your project!



Keep your tree! You will need it for the next phase: **identifying solutions!**

2. Solution identification aka your goals



Now that your problem tree is ready, you can move on to the most ambitious and delicate part of your project: the **goal setting**. While we encourage you to be realistic when creating the goals and objectives of the project you are about to write, we also want to stress that it is important for you to picture the ideal state of the solution at this stage of the project. Aim big and promote the vision of yourselves and your project as a changemaker!

In the table below, we show you how to visualise each of the parts of the tree and mirror it into a possible solution. Causes will then become goals and effects will be changed into the impact made by the project.

Causes	Goals
The media in Germany shared fake news about migrant and refugee students	Through the project, we want to empower young migrants so that they can share their story in first person to create an alternative narrative to that of the news
Extreme nationalism in Germany	Through the project, we aim at showing that everyone is equal and therefore should be treated with the same respect
There is low employment rates and Germans are scared they will lose their jobs	Through the project, we want to promote mentoring in the schools, to promote the development of the skills that are more relevant to each individual, regardless of their background nationality. We also aim at providing statistics and facts on employment, in cooperation with the trade unions.

Direct Effect	Results
Migrants and refugee students are scared to go to school and be victims of hate crime	Migrants feel welcome in the school community. All students recognise intercultural competences and learn from each other.
Segregation in the city and in the schools	The project promotes an inclusive environment where personal diversity is important, but it is also important to build bridges.

At this point you have created your objectives and identified the expected results of your project. Congratulations!

If you really want to be precise in the planning of the objectives, we invite you to use the methodology of the SMART objectives. Once you have all your objectives in bullet points, going SMART means that your objectives must be

- specific (*the objectives are as specific as possible*),
- measurable (*it's possible to check if the goal is reached*),
- achievable (*you didn't set the bar too high*),
- reasonable (*it is realistic to reach this goal*) and
- time-bound (*a date by which the aim should be reached is defined*).

Example: We want to organise a campaign that focuses on telling the stories through a video series about migrants who came to Germany. We want to show Germans who these people really are, therefore combating the negative associations that some people have with the public image of migrants. The campaign includes at least 7 videos, each focusing on the story of a different individual. The work on the videos should last 4 months and start in October 2017 with one video coming out that month and goes till January 2018.

Specific	We want to organise a campaign, that focuses on telling the stories through a video series about migrants which came to Germany, to show Germans who these people really are, therefore combating the negative associations that some people have with migrants.
Measurable	The campaign should include at least 7 videos.
Achievable	Since a video production is not that hard to do and can be done from almost every smartphone, it is not to much of a burden .
Reasonable	Depending on the size of the group, it's realistic to produce 7 videos
Time-Bound	The campaign should take place between October 2017 and January 2018, with a video coming out every 2 weeks except October.

3. Planning the project

The planning phase is the first phase of your project. During this phase you will develop a detailed concept, check that your activities are bound to the objectives, the priorities you want to focus on and identify the work your team should do, but also the evaluation. It's important for you to take as much time as you need to properly plan your project and not rush into a fast implementation.

We are sure you were already thinking of involving the migrant and refugee students you want to work with also in this phase, to ensure that the fundamental goals of empowerment and inclusion are met and the different needs understood (see Ladder of Participation).

Team division

We encourage you to plan the project in a team where everyone has a clear task. Assigning a task to a person based on their interests and competences is also a key factor in a longer impact on the engagement of each individual. Who knows, maybe you will become a working team even after the project if you organise this work wisely!

As we wrote on pages 15 and 16 of the Manual for School Students, for a good team to work you need a leader, rather than a boss, who is able to:

- Always ask for the group's opinion
- Discuss all the challenges with the team
- Delegate the work
- Encourage conversation
- Be reachable
- Compliment each person
- Make each mistake a learning experience

Someone in the team should also be responsible for being in touch with OBESSU: it is important for us to be in touch with you constantly and be at your side should you need us!

The importance of a concrete outcome

It can be a lot of fun to hold events and meet new people and feel included but it is important that you try have some **concrete and sustainable outcome**. Could you create a permanent piece of art that starts discussion in your school or community? Could you set up an annual festival? Could you produce a policy - e.g. for your school student council or national student union or even your country?

Also think about what could you do in order to equip the participants of your project with competences that can help them to multiply the message, the aims and the outcomes of this project (e.g. write a small guidebook etc). You will read more about this later on this booklet.

Involving different groups

You should try and involve as many people as possible in your project. Have you thought about reaching out to:

Migrant Community Organisations: Working with organisations run by people with migrant background themselves to improve the lives of those in their community can help you in defining the key problems, provide ideas for activities and contacts to young people .

Parents: By involving them you can help to reduce fears by showing they are welcome in the community, as sometimes they can provide a barrier to inclusion for young people.

Migrant Rights Organisations: they work with migrants in the most disadvantaged situations and work as a bridging in reaching out to your target.

Parents Associations, Teachers Unions & Civil Society Organisations: who have already successfully worked with young migrants and refugees can provide a good insight and together you can build stronger contacts with policy makers.

Youth Organisation: they can be a great help and support in the development of your activities, particularly when developing Non Formal Education activities and communications campaigns.

Celebrities: influencers will help attract attention to your project - particularly if they are from a migrant background, they could be a positive role model!

Universities: they often want to get young people interested, particularly if they have access programmes, and can help by providing a venue, materials or speakers.

Media: You should try and get as much publicity as possible for your event. Contact your local radio station or newspaper or even a national newspaper or TV channel. Social media is also a great way to spread the word!

You can read more about how to build partnerships in the Manual for School Students in page 47.

Reflection questions

When you can answer each of these questions with a 'yes' you have completed the planning phase:

Have you...

- *ensured the active participation of young people with refugee and migrant background in all stages of the project? actively included refugees and migrants in the planning?*
- *understood and taken the needs and diverse backgrounds of your target group into account?*
- *defined your objectives and aims? Are they SMART (specific, measurable, achievable, reasonable, relevant, realistic and time-bound)?*
- *-built a realistic time frame and defined your organisation's priorities?*

- *planned the evaluation, follow-up and monitoring of the project in advance?*
- *kept language barriers in mind?*
- *taken enough time for the planning of the project and didn't rush while in this phase?*

4. Implementing the project

The project takes shape during the implementation phase. This is when your project should become visible and you should promote it. For some projects it might be helpful to team up with another organisation, talk to stakeholders, politicians or the media. This can have two major advantages; firstly it informs potential participants about your project and allows them to sign up and secondly it raises awareness about the issue you're trying to combat.

The implementation phase is the doing-phase, and it is important to maintain the momentum and keep the group motivated.

In our Manual for School Students we tackle the event organisation topic on page 30, with a focus on small events, and on page 59 with a focus on big events. Have a look for more tips!

Creating an action plan for the implementation

After you have defined the aims of your project, start thinking about which actions you can take to reach your aims, who will do it and when. Create a table so that you have an overview of your tasks. It's especially important to have a realistic time schedule so that you can meet your plan. If you can't finish your tasks in time, you can adjust the plan, just make sure you keep in touch with your OBESSU contact person to agree on the changes!

Make sure you spread the tasks in the team in an even way and based on personal interests and availabilities, to ensure that everyone enjoys carrying out their tasks and brings them to the fulfilment!

Example:

Aim	Particular Action	Who will do it?	When?
We want to organise a campaign that focuses on telling the stories through a video series about migrants which came to Germany.	Find a location for the video shoot	Freddy	Week 2 of the project
	Make a concept for the videos	Ali	Week 1 of the project
	Invite migrants to tell their stories	Freddy & Aisha	Week 2 of the project
	Record the videos	External person - coordinated by Ali	Week 4 of the project
	Organise food and drinks	Jessica	Week 5 of the project

Communication of the project

Once your project is shaped, you should plan how you are going to promote it. To do so, it is important to have in mind your target group, the people you want to reach. Think of the best way to contact them, choose the channel(s) and the right messages. For example, if you want to invite people of your community to a video screening evening, it could be interesting to get featured in the local newspaper or TV channel. Try to contact local journalists and pitch your story. You could also invite journalists to your event. You can, of course, also use social media to promote your project, for example creating a Facebook event with a nice visual and sharing it in local Facebook groups. Do not forget to add OBESSU and Open Society Foundations' logos to every publication. If you do not want to use the logos, please discuss this with OBESSU. Remember that OBESSU can also help you

disseminate your events, as well as local partners and organisations. This will increase your visibility.

On the day of the event, make sure you take pictures and/or videos and share them on social media, or send them to the local traditional media with a short article. You can read more about this on page 45 of the Manual for School Students.

Keeping track of expenses

It is important that you make sure that someone in the team is tasked with making sure that the finances of the project are in order. This person should be timely, organised and make sure that all the invoices are kept safely.

You will receive all the reporting requirements from our side, but we also encourage you to think twice about your ability to manage funds before applying for a project. Applying for a 7.000 Euros project and having no capacity to manage them is a not a wise option, and it might result into troubles for you.

We therefore invite you to:

- Assess your capacity - *Are we able to run this budget? Who can do this?*
- Organise your spendings - *How are we going to keep track of expenses? Who will be in charge of collecting all the invoices?*
- Communicate with OBESSU - *Do I have a financial issue? Better to communicate it sooner and find a solution than later and have to return the grant!*

If you have the capacity, you can organise a small excel file listing the expenses you have made and comparing it with the budget: it's a clear way to visualise your expenses and make sure that your project is at the right pace!

Solving a problem and making it a learning experience

We know that running a project does not come without challenges, this is why we want to support you in all parts of the project to make sure that everything runs smoothly.

When you face a challenge there are some golden things to keep in mind:

1. Do not panic. Everything can be solved.
2. Ask for support. Your team is there for you. Keeping problems to yourself until they escalate will not do any good to you, your team or the project.
4. Keep a positive attitude but always analyse the worst case scenario. This will make you feel like you stand in a good place and will make it possible for you to look at the challenges with a more positive attitude.
6. Be flexible. The objectives of the project, the location of the activity, the delivery of the food: whatever your problem happens to be you need to be flexible to redefine your strategy.

We can give you more tricks and tips on how to get from problem to solution on pages 64 and 65 of the Manual for School Students.

Reflection questions

Before starting with the execution of your project it's important that you can answer these questions with a 'yes':

Have you...

- *included refugee and migrant school students as active contributors and not users?*
- *ensured the active participation of the target group in the implementation process?*
- *agreed on a clear and realistic time schedule for your project?*
- *created a list of all tasks and allocated deadlines for them?*
- *developed an alternative plan?*

- *agreed on a clear structure in your team, made clear who is taking which decisions and divided the responsibilities?*
- *motivated your team members?*
- *involved other organisations and asked them for support?*
- *identified the stakeholders of your project?*
- *used different channels to promote your project (social media, press releases etc.)?*

5. Evaluating the project

The evaluation is the process that critically examines your project by collecting and analyzing information about the project's activities and outcomes. Evaluation results can be used to maintain or improve the project quality and to ensure that future planning is done even better. Evaluation is part of an ongoing cycle of project planning, implementation and improvement.



Methods of the evaluation phase

Feedback from the participants

The easiest method for the evaluation is obviously to ask the participants of your project for their (constructive) feedback. Through the feedback you'll get to know what went well and what went wrong so that you can keep this in mind when you organise your next activity or project. Here are some basic rules how to give feedback:

- Feedback should be directed to behaviour and not personality (the thing you did was not planned well instead of you don't know how to plan activities)
- You should always start your feedback by saying what was good (I like the topics you have chosen for workshop) and then mention the things which could have been done better
- When you mention things which were not good be constructive (maybe you can change the colors in this leaflet instead of this leaflet doesn't look nice)

There are different ways to ask your participants for feedback: For example sending them an online survey or having printed feedback questionnaires. You can also divide the group into smaller reflection groups and do some evaluation exercises. An evaluation group consists of dividing the participants to your activity in smaller groups that would evaluate with a given frequency (e.g. daily) the activities of your event. This method is particularly efficient if you plan to organise a long event (4-7 days).

Feedback from the team

It's not just important to know what the participants think about your project, but also getting to know the perspective from your team on the whole process. For example, you can ask them if they felt heard in the process, if the workload was distributed fair and equal, how good the teamwork was, or what they would change the next time.

You can do online surveys as well or do a final evaluation meeting, but keep in mind that some people don't feel comfortable sharing their feedback in front of the whole group, especially if they don't feel treated fairly. So you should always provide the opportunity to share feedback anonymously.

The evaluation space rocket

This evaluation method can be found explained on page 53 of the Manual for School Students and drawn on page 78. Participants can share their learning journey as a journey on a rocket, evaluating the challenges, the team energy, the things they learned and the goals they achieved.

These evaluation methods are just some, but we want to stress the importance of this process. Evaluation is not only important to ensure quality of the activities, but also quality of the learning process for all the people involved in the project. The evaluation serves as a fundamental basis for the next part of your project: the follow up.

No story is a good story without a happy ending, right? For us, on the other hand, no story is a good story without a follow up.

Don't worry, we are not asking you to write a follow up project or to continue the activities of the project you proposed, although we would be happy about it. We want to make sure that the cycle of the project does not end.

Once you are done with your activities, we hope you can take some time to have a look at the evaluation of the context, needs and problem. We invite you to also evaluate the objectives and outcomes that you planned at the beginning of the project. Have they been reached? Why yes? Why not? What was the most challenging part of the project?

It is a good idea to run a second problem tree, or to go back to the past one, and see what happened and how the project contributed in making the situation better.

Keep your mind open, who knows, maybe you realise that there is some more action needed and want to re-apply for a Seeds for Integration project or go bigger on another problem. All we care about is that you made an impact on the school community you live in and managed to organise and run a participatory project, where everyone is an active contributor.

Reflection questions

For the evaluation phase of your project it could help you to keep this questions in mind:

Do you plan on...

- *sharing material and tools with everyone involved in the project and other groups?*
- *using, publishing and advertising the outcome of your project?*
- *training more people to spread the message of your project?*
- *keeping in touch with the participants after finishing your project?*
- *having follow-up activities with participants?*
- *having an evaluation from the participants and the team?*
- *creating a final report or any other concrete outcome?*
- *timely fulfilling your reporting obligations?*
- *having a proper hand-over if there are organisational changes?*

10 IMPORTANT THINGS TO REMEMBER

- 1** Don't patronize migrant and refugee students, but empower them! Working for inclusion starts with involving the target group in the decision making of the team. This is the most important aspect! Your project is not working "for" migrant and refugee students - you're all working together. Students from a migrant/refugee background know first-hand what the problems are and will have the best ideas how to solve them. (For more info, see the Ladder of Participation annexed)
- 2** Use simple language. Language barriers is one of the biggest challenges facing migrant and refugee students to feel part of the school community. Make sure that there is an agreement on the way to speak and make this a learning experience: some mutual learning can always come in handy. No?
- 3** Set realistic goals. For example, don't design a project expecting that national policies will be changed by the end of your Seeds initiative. Start by changing mindsets at the grassroots level. Look at the resources you have available. Clearly define the goals of the project. What is the problem that you are trying to solve? Who is your target group? What impact do you want to leave?
- 4** You are a team. That means you have to work together and help each other. If you notice that someone is taking on too much work, offer to help. Equally, if you notice that someone is not doing as much as the others, talk to them privately - maybe they are busy with other things or maybe they don't understand exactly what is expected of them.
- 5** Recognise the effort and motivate the participants and the project team. Make sure that everybody can share their opinion and participate actively.
- 6** Don't be afraid to ask for help.
You will be amazed how kind people can be!
- 7** Keep track of your spendings and fill in your monthly reports, even if you don't do anything. It is important to assess how your project is doing and if you are meeting your targets. It will also help you to fill out your Final Report!
- 8** Not everything will go according to plan. Things will go wrong, and that is okay. The important thing to remember is to keep going and remember that feeling of great excitement you felt when you first started your project :)
- 9** Communicate your project to the public! You are doing a work that deserves to be heard, so don't forget to use social media, traditional media and any other tool you deem important. Also, don't forget to always mention OBESSU and the Seeds for Integration Programme!
- 10** Communicate to the contact person in OBESSU regularly, this is important for you and for OBESSU to stay updated. It is also a chance for more visibility, why not using it?

If you need any help OBESSU is there for you!

Both during the preparation and implementation of your project you can count on the help of our Secretariat (secretariat@obessu.org) and Pool of Trainers (pot@obessu.org). All you have to do is send us your question, concern, doubt or an idea you want to develop.

Besides that we offer you another great opportunity. Before submitting final version of your project proposal you can send us preliminary version(s). We will provide you with the feedback which will increase the chance of your project being approved.

Also, don't forget that selection of projects is done by our external evaluators (young and experienced people). The Board, Secretariat and PoT are not those who decide, so don't worry about the possible impact or conflict of interest!

THE LADDER OF

The ladder is the tool you can use to understand, step by step, the main levels of participation of the target group. Your project should aim to reach the top.



PARTICIPATION

target group (in our case: school students with refugee or migrant background). The higher the level - the

Migration background

holders are actively involved in the decision-making process and in the activities' development. *Example: A group of students who arrive at the school. Other students help out as well and once the new arrivals learn the language, they continue to be active.*

was not initiated by them. *Example: The school staff decide to have an intercultural festival, where migrant and refugee*

by the organizers about the project so that the target group's opinion is taken into consideration. *Example: Young students who ask them for their opinions and preferences before deciding the details of the initiative.*

they are given specific instructions by decision makers but have no possibility to influence the project. *Example: The students agree to take part, but they only perform the lines that somebody else has written, and cannot really influence the play.*

initiative without having any kind of leading role or relevance in the previous elaboration. *Example: A conference on refugee issues which is not active in the organization or in the research which is inspiring the event.*

giving the participant's mind without a real involvement in the decision-making process and in the development of the project, showing them only his/her point of view on the related topics, influencing them.

and it does nothing to tackle the real issues. *Example: A group of students want to raise awareness regarding issues*

RESOURCES

- **Manual for School Students**. This toolkit goes hand in hand with the Manual. Do not forget to read it, get inspired and learn more by contacting OBESSU!
- **STEP-by-STEP**. This publication by the Council of Europe aims at providing support, tips and examples on youth work with refugees. It is a key tool if you want to work on such a project. And guess what? The Seeds for Integration programme is also mentioned!
- **T-Kits** from the Council of Europe. These are small thematic booklets where you can read tips, information and learn more about specific issues. For this booklet we suggest you take a look at the one on project management and at the one on social inclusion
- **The Welcome Checklist**. A tool by the European Youth Forum to check if your organisation is inclusive and welcoming towards displaced youth and young migrants.



OBESSU

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