



# CROSSING BORDERS

international refugee campaign

RESOURCE PACK

PART THREE

SCI

A SOLIDARITY & PUBLIC AWARENESS RAISING CAMPAIGN

BY SERVICE CIVIL INTERNATIONAL

PEDAGOGICAL  
TOOLS

3

## Contents

**page  
2** **HOW TO USE  
THIS BOOKLET**

**page  
4** **BRAINSTORM**

**page  
5** **ROLE PLAY**

**page  
11** **SIMULATION  
GAME**

**page  
14** **CASE STUDIES**

**page  
19** **STATEMENT  
EXERCISE**

**page  
20** **FOLLOW UP**

## Intro

**T**his pack is intended for use by those interested in participatory methods of education. It is designed to involve the participants as much as possible, to assist them in expressing their own ideas, to allow them to learn from each other's knowledge and experience and to empower them with the belief that they have a voice and a role to play in our changing world.



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This booklet contains five participatory exercises. You will find the posters and photographs needed for the exercises in Part Four of the Resource Pack.

Depending on the group you are working with and how much time you have, this information can be used in any way you wish to facilitate a discussion on the refugee issue. It is not aimed at any group in particular and may be adapted to work with children, teenagers and adults.

In the planning of a workshop it is recommended that you use a format including the following stages: a participatory exercise, a discussion and an information session. In the boxes below there are two sample workshops, a three hour and a two day workshop. Both follow this format and include most of the exercises and games in this pack.

## The Exercises

### 1. Refugee Brainstorm

Brainstorming is a way of encouraging participants to express their ideas. It is a useful exercise to begin a workshop; it not only allows everybody to hear each others point of view, but also helps to 'break the ice' and makes people feel comfortable about contributing their own thoughts on this issue.

### 2. Refugee Role Play

This exercise is designed to give participants the opportunity to experience what they might feel if they were faced with the prospect of becoming a refugee. Participants try to put themselves in the position of a Parent, Child, Teenager, Disabled or Elderly person and have to answer a few questions about what they would do and how they would act. The exercise helps people to empathise with the 'refugee' and to begin to see them as real people.

### 3. Refugee Simulation

In this exercise participants are given different roles to play. There are four 'Refugees' and four 'Countries' and the game centres around the 'Refugees' task of trying to achieve asylum. Each refugee and each country has a role card which describes who they are to represent. The game gives participants an insight into the lives of people seeking refuge and is a good starting point for a discussion on where refugees seek asylum and how they are treated.

### 3 HOUR WORKSHOP

The following is a suggestion on how to run a three hour workshop with your group:-

- 10:00 Introduce the workshop
- 10:15 Play a warm-up exercise
- 10:30 Brainstorm exercise 'Think of a word'
- 10:45 'Refugee Role Play'
- 11:45 Brainstorm exercise 'Rumour Clinic'
- 12:30 Ask people for suggestions on how to follow-up the exercise. Add your own ideas to the list
- 12:45 Give out handouts:- 'Fact Sheet', 'Follow-up Sheet' and 'Resource list'.

### 2 DAY WORKSHOP

The following is a brief suggestion on how to run a two day workshop:-

#### Day 1

- 10:00 Introduce the workshop.
- 10:15 Play a 'Name Game'
- 10:30 Brainstorm exercise 'Think of a word'
- 10:45 Brainstorm exercise 'Using photographs'
- 11:15 *Coffee break*
- 11:45 'Refugee Role Play'
- 1:00 to 2:00 *Lunch*
- 2:00 'Refugee Simulation' Game
- 3:00 Guest speaker to talk about the situation of refugees worldwide

#### Day 2

- 10:00 Warm-up exercise.
- 10:15 'Refugee Case Studies' exercise
- 11:15 *Coffee break*
- 11:25 Invite a refugee to talk about his/her experiences or invite a speaker to talk about the refugee situation in relation to his/her or your country
- 1:00 to 2:00 *Lunch*
- 2:00 Ask people for suggestions on how to follow-up the workshop. Add your own ideas to the list
- 3:00 Distribute handouts:- 'Fact Sheet', 'Follow-up Sheet' and 'Resource list'

#### 4. Refugee Case Studies

These case studies look at individual personal experiences as asylum seekers. In small groups participants are asked to read a case study and to answer a number of questions. The feedback from the questions is then used in a discussion on the difficulties facing refugees and the provisions which a hosting country should make for them.

#### 5. Statement Exercise

This exercise is - out of the 5 in this booklet - the one most suitable for groups with "stagefright"; instead of having to jump right in, the participants first view a movie on refugees. Out of this movie are chosen a number of statements for further discussion. Interest, inspiration, ideas, emotions and energy to fire- & liven-up the discussion thus come out of having "undergone" the movie.

#### The Poster and Photographs

(included in Part Four)

These images are part of the materials needed for two of the exercises. If you decide not to do these exercises you can use the images in another way. It is a good idea to decorate the walls of the room you are working in with visual aids. The results of the exercises may also be hung on the walls.

#### The Follow-up Sheet

Running a workshop should only be seen as the beginning. The participants should be encouraged to follow up what they have learned as much as possible. This sheet gives some ideas.

#### Evaluating your Workshop

At the end of a session it is a good idea to have a quick evaluation. For example, ask participants to name one positive aspect of the workshop, one aspect for improvement and what they may do as a result of the workshop.

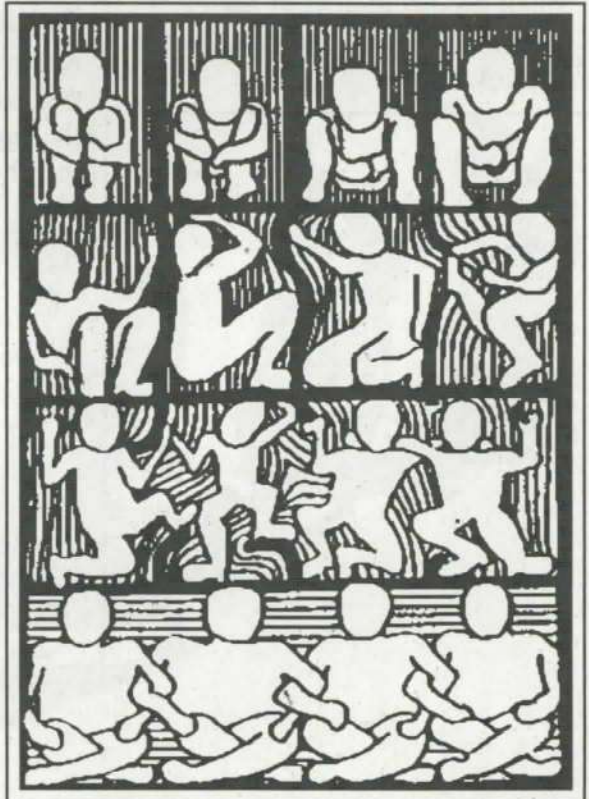
#### NAME GAMES

1. Organise the group in a large circle. Ask everybody to introduce themselves to the person next to them; to say where they are from, how they came to be at the workshop and what they hope to gain from it. Allow 5 minutes for this, then ask everybody to introduce the person they were talking to, to the larger group.

2. Choose one person and ask them to describe themselves with an adjective which begins with the same letter as their name, e.g. Giddy Gráinne! (Now where was this booklet made!?!?) The next person repeats the first adjective & name and then describes themselves in the same manner, e.g. Giddy Gráinne, Brave Brian. The next person repeats the two descriptions and so on around the circle.

#### WARM-UP EXERCISE

1. Devise a set of stickers of matching pairs, for example, Tom and Jerry, or Bread and Butter. Place a sticker on each person's back without them seeing it. They then approach each other and ask three questions about themselves. The replies can only be 'yes' or 'no'. When people have discovered their identity they look for their partner.



# Refugee Brainstorm

BRAIN

## STORM EXERCISES

### Think of a Word

This exercise is a useful way of getting people to express their ideas. It is a warm-up to make people feel at ease and is not intended to generate a big discussion.

**Time: 15 minutes**

**Materials ; small sheets of paper, pens, a large sheet of paper and felt pen for each group.**

### Setting Up

Divide the large group into five smaller groups. Give each group a large sheet of paper and a felt pen. Select a volunteer from each group to record the discussion on the large sheet of paper.

Allow about 10 minutes for each group to think and record words and images evoked by the term 'Refugee'.

### Feedback

Return to the large group. Ask one person from each of the small groups to display their poster and list the words and images.

### Using Photographs

Photographs are another way of encouraging participants to express their ideas.

**Time: 30 minutes**

**Materials: selection of photographs of refugees included in this pack.**

### Setting Up

Divide the large group into five small groups. Give each group a few photographs. Ask each group to choose which photograph they find the most striking. Ask them to think of a suitable caption for the photograph which they have chosen .

### Feedback

Return to the large group. Ask one person from each of the small groups to display the photograph they chose, explain their choice and present the caption.

The following questions may be used to stimulate the discussion:

- Where do our images come from ?
- Are they positive or negative ?
- Are they biased in any way ?

### Rumour Clinic

This exercise is a simple way to explore the participants impressions of refugees.

**Time: 45 minutes**

**Materials: poster included in this pack.**

### Setting Up

Select six volunteers from the large group and ask them to leave the room. The poster is shown to the remaining participants who list it's main features.

The poster is then put away and the first volunteer brought back into the room. Someone describes the poster to them.

The second volunteer is brought back into the room and the poster is described to them by the first volunteer. Then the third volunteer is brought back into the room and the poster described to them by the second volunteer and so on until all the volunteers are back in the room. By this stage the description of the poster will have changed considerably.

### Feedback

Reveal the hidden poster. Discuss what changed in the description and why such changes might have occurred ?

# Refugee Role Play

ROLE

## Organising the role play

Time: 45 minutes

Materials : small sheets of paper, pens, a large sheet and felt pen for each group.

### Setting Up

Divide the large group into five small groups. From the list of five roles below, ask each group to choose a role and give them the corresponding role sheet.

**Elderly Person**

**Teenager**

**Person with a disability**

**Child**

**Parent**

On their sheet is the passage opposite and a list of questions to answer. Give twenty minutes for this exercise and select a volunteer from each group to write down the answers to the last question on the large sheet of paper.

### Feedback

Return to the large group. Ask one person from each of the small groups to give an account of who they represented and what were their hopes and fears. To finish this exercise ask someone to read the poem 'Refugee', or invite a Refugee from your locality to talk of their experience of leaving home.

## PLAY

### Passage to read

Your family is sitting at home one Sunday evening watching television. It is a cold night and the fire is blazing in the hearth. Suddenly the programme is interrupted by an announcement from a serious-looking newscaster. "There has been a revolution," she states, "and a new government has taken over." She tells you that certain areas of your city/town/district have to be cleared immediately "for security reasons." Your home is in one of these zones and you have two hours to leave. Anyone still in the area after that time will be shot. Public and private transport have been outlawed. Only walking is permitted. This message is repeated several times. A distressed neighbour comes in to check if it is true. The sound of helicopters flying overhead can be heard.

## POEM

### "Refugee"

Weary, she stumbles on,  
Bearing the grudge of an alien race,  
Treading the path where the others  
have gone,  
Regarding the way with a tear-stained  
face.

The sun shines hot,  
On the dusty, hard track,  
For with the refugees' lot  
There is no turning back.

Ten miles more, on the scorched post,  
Ten endless miles more  
To the tiny village on the Western  
Coast  
On the palm-fringed, Red Sea shore.

With body weak but spirit strong  
She knows they will soon pass.  
So she sings a marching song  
And makes it there, at last.



**W**e all have images of refugees from television, newspapers, history books, etc.. Most of the time these images come from far off places, we rarely imagine what it would be like to be in their shoes. This role play attempts to give you some idea of what you, as a refugee, might experience.

**WHAT TO DO**

Try to imagine yourself as an elderly person. Get one person to read the passage aloud or read it individually. When everyone is ready try to answer the following questions.

**QUESTIONS TO ANSWER**

- Q1. What will you bring with you ?
- Q2. Where might you go and who will take care of you ?
- Q3. What would you find hardest to leave behind ?
- Q4. What do you think will happen to your home after you leave ?
- Q5. As you prepare to leave what are your hopes and fears ? (list two of each).

**PASSAGE TO READ**

Your family is sitting at home one Sunday evening watching television. It's a cold night and the fire is blazing in the hearth. Suddenly the programme is interrupted by an announcement from a serious-looking newscaster. "There has been a revolution," she states, "and a new government has taken over." She tells you that certain areas of your city/town/district have to be cleared immediately "for security reasons." Your home is in one of these zones and you have two hours to leave. Anyone still in the area after that time will be shot. Public and private transport have been outlawed. Only walking is permitted. This message is repeated several times. A distressed neighbour comes in to check if it is true. The sound of helicopters flying overhead can be heard.



Yugoslavia/Refugees from Bosnia-Herz. Photo: A. Hollmann

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**WHAT TO DO**

Try to imagine yourself as a teenager. Get one person to read the passage aloud or read it individually. When everyone is ready try to answer the following questions.

**QUESTIONS TO ANSWER**

- Q1. What will you bring ?
- Q2. Where might you go, and is there enough room for you and your family ?
- Q3. What would you find hardest to leave behind ?
- Q4. What do you think will happen to your home after you leave ?
- Q5. As you prepare to leave what are your hopes and fears ? (list two of each).

**PASSAGE TO READ**

Your family is sitting at home one Sunday evening watching television. It's a cold night and the fire is blazing in the hearth. Suddenly the programme is interrupted by an announcement from a serious-looking newscaster. "There has been a revolution," she states, "and a new government has taken over." She tells you that certain areas of your city/town/district have to be cleared immediately "for security reasons." Your home is in one of these zones and you have two hours to leave. Anyone still in the area after that time will be shot. Public and private transport have been outlawed. Only walking is permitted. This message is repeated several times. A distressed neighbour comes in to check if it is true. The sound of helicopters flying overhead can be heard.



Croatia/Refugees from Bosnia-Herz. Photo: A. Hollmann



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**WHAT TO DO**

Try to imagine yourself as a person with a disability. Get one person to read the passage aloud or read it individually. When everyone is ready try to answer the following questions.

**QUESTIONS TO ANSWER**

- Q1. What will you bring ?
- Q2. Where might you go, and is there enough room for you and your family ?
- Q3. What would you find hardest to leave behind ?
- Q4. What do you think will happen to your home after you leave ?
- Q5. As you prepare to leave what are your hopes and fears ? (list two of each).

**PASSAGE TO READ**

Your family is sitting at home one Sunday evening watching television. It's a cold night and the fire is blazing in the hearth. Suddenly the programme is interrupted by an announcement from a serious-looking newscaster. "There has been a revolution," she states, "and a new government has taken over." She tells you that certain areas of your city/town/district have to be cleared immediately "for security reasons." Your home is in one of these zones and you have two hours to leave. Anyone still in the area after that time will be shot. Public and private transport have been outlawed. Only walking is permitted. This message is repeated several times. A distressed neighbour comes in to check if it is true. The sound of helicopters flying overhead can be heard.



Mozambique/Returnees & Displaced Persons. Photo: C. Sattlberger

**W**e all have images of refugees from television, newspapers, history books, etc.. Most of the time these images come from far off places, we rarely imagine what it would be like to be in their shoes. This role play attempts to give you some idea of what you, as a refugee, might experience.

**WHAT TO DO**

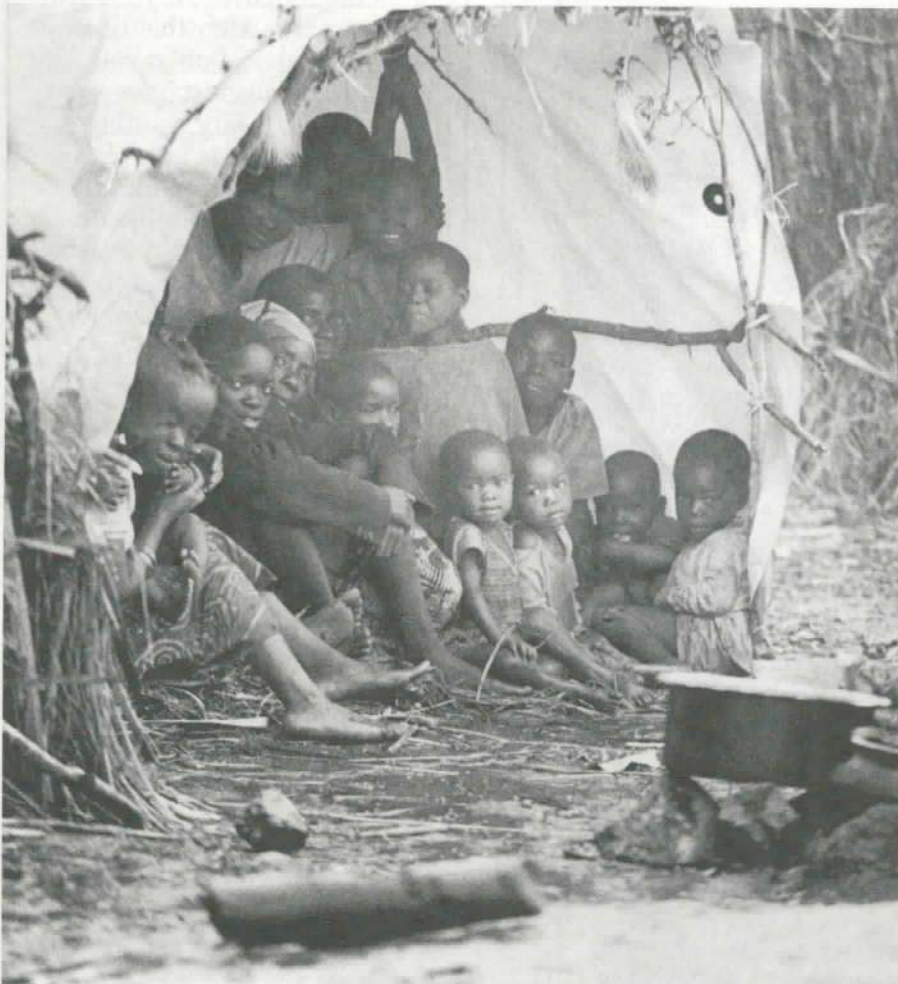
Try to imagine yourself as a child. Get one person to read the passage aloud or read it individually. When everyone is ready try to answer the following questions.

**QUESTIONS TO ANSWER**

- Q1. What will you bring ?
- Q2. Where might you go, and is there enough room for you and your family ?
- Q3. What would you find hardest to leave behind ?
- Q4. What do you think will happen to your home after you leave ?
- Q5. As you prepare to leave what are your hopes and fears ? (list two of each).

**PASSAGE TO READ**

Your family is sitting at home one Sunday evening watching television. It's a cold night and the fire is blazing in the hearth. Suddenly the programme is interrupted by an announcement from a serious-looking newscaster. "There has been a revolution," she states, "and a new government has taken over." She tells you that certain areas of your city/town/district have to be cleared immediately "for security reasons." Your home is in one of these zones and you have two hours to leave. Anyone still in the area after that time will be shot. Public and private transport have been outlawed. Only walking is permitted. This message is repeated several times. A distressed neighbour comes in to check if it is true. The sound of helicopters flying overhead can be heard.



Rwanda/Refugees from Burundi/Ngenda Camp. Photo: B. Press

# W

e all have images of refugees from television, newspapers, history books, etc.. Most of the time these images come from far off places, we rarely imagine what it would be like to be in their shoes. This role play attempts to give you some idea of what you, as a refugee, might experience.

### WHAT TO DO

Try to imagine yourself as a parent. Get one person to read the passage aloud or read it individually. When everyone is ready try to answer the following questions.

### QUESTIONS TO ANSWER

- Q1. What will you bring ?
- Q2. Where might you go, and is there enough room for you and your family ?
- Q3. What would you find hardest to leave behind ?
- Q4. What do you think will happen to your home after you leave ?
- Q5. As you prepare to leave what are your hopes and fears ? (list two of each).

### PASSAGE TO READ

Your family is sitting at home one Sunday evening watching television. It's a cold night and the fire is blazing in the hearth. Suddenly the programme is interrupted by an announcement from a serious-looking newscaster. "There has been a revolution," she states, "and a new government has taken over." She tells you that certain areas of your city/town/district have to be cleared immediately "for security reasons." Your home is in one of these zones and you have two hours to leave. Anyone still in the area after that time will be shot. Public and private transport have been outlawed. Only walking is permitted. This message is repeated several times. A distressed neighbour comes in to check if it is true. The sound of helicopters flying overhead can be heard.



Iran/Vol. Repatriation of Afghan Refugees. Photo: A. Hollmann

# Refugee Simulation

## GAME

### Organising the simulation game

**Time:** 60 minutes

**Materials :** small sheets of paper, pens, world map, stickers and role cards.

### Setting Up

Select four volunteers from the group. These volunteers will be the four refugees in the simulation game. Divide the remaining participants into four small groups each of which will represent one of four countries.

Give each 'Refugee' a different role card and give each 'Country' a different role card. Display world map.

Allowing ten minutes, ask each of the four 'Country' groups to read their role cards, and design a set of criteria for granting refugee status to an asylum seeker. The criteria should be loosely determined by the socio/economic and political situation of the country they represent. The group should also discuss how to maintain refugees in their country. On interviewing the refugees they must accept at least one asylum seeker.

Meanwhile each 'Refugee' should prepare their case for asylum, making notes of questions to ask, things to say, things not to say when approaching each 'Country' group for asylum.

### Running the Game

The 'Country' groups go to four separate rooms or four corners of a large room. Each 'Refugee' should approach each 'Country' for an 'interview' to make their case for asylum. You, the facilitator, should take a passive role. Allow 20 minutes for the game.

### Feedback

Return to the large group.

Give each 'Refugee' four minutes to relate their experiences to the large group. The following points may be displayed on a flipchart:

**Ask for a brief description of their role.**

**Which countries did they approach and why?**

**How were they welcomed ?**

**What were they offered ?**

**Were they offered asylum ?**

**What feelings did they have when dealing with the different groups ?**

Give each 'Country' group four minutes to relate their experience to the large group. The following points may be displayed on a flipchart:

**Ask for a brief description of their country and asylum criteria.**

**Did they accept a refugee ?**

**Why ? On what grounds did they offer asylum ?**

**How did they feel about being in a position to decide on people's fate ?**

### Wrap Up Session

To finish this exercise, discuss how Europe has accepted so few refugees. Find out from the participants if they know the criteria for refugees entering / receiving asylum in their country and discuss these.



# Refugee Role Cards

SIMULATION GAME		REFUGEE ROLE CARD NO 1.
WHAT TO DO	<i>Read the role card below and prepare your case for asylum. When the game starts you must approach each 'Country' for an 'interview', try to convince them to grant you refugee status and negotiate the terms under which they will maintain you.</i>	
YOUR ROLE	<p>Your name is Sebamalai, a native of the northern (Tamil) part of Sri Lanka. One day you returned home from your shift in the hospital, where you worked as a doctor, to discover that the army had attacked your village and rounded up many of the young men. You and your family were terrified by the attack and decided to leave by boat for Southern India and are now living in a refugee camp in Tamil Nadu. The number of refugees in the camp is increasing and conditions are deteriorating rapidly. Diseases spread quickly and many people are undernourished. Although your skills are of some use to you in this environment, you are severely limited by lack of funds and decide to try elsewhere for a new life and also some way to bring attention to the plight of your fellow refugees.</p>	

SIMULATION GAME		REFUGEE ROLE CARD NO 3.
WHAT TO DO	<i>Read the role card below and prepare your case for asylum. When the game starts you must approach each 'Country' for an 'interview', try to convince them to grant you refugee status and negotiate the terms under which they will maintain you.</i>	
YOUR ROLE	<p>You are a refugee from the Sahel, northern Africa, fleeing widespread famine and drought. You and your family have been lucky to have survived the long journey to the capital. You see no hope in continuing your lives in Sub Saharan Africa. The good lands have been taken over by the cash crop business and the price of food is rising all the time. Rather than being sent to the refugee camps you decide to try and seek asylum anywhere but here. As a village chief you have something to offer as you can speak French and English, passed on from your parents who had lived during the colonial era.</p>	

SIMULATION GAME		REFUGEE ROLE CARD NO 2.
WHAT TO DO	<i>Read the role card below and prepare your case for asylum. When the game starts you must approach each 'Country' for an 'interview', try to convince them to grant you refugee status and negotiate the terms under which they will maintain you.</i>	
YOUR ROLE	<p>Your name is Carlos. You have recently arrived in Mexico from Guatemala after escaping from a bloody massacre in your village, San Francisco. Over 300 members of your family and friends died at the hands of the army on that day, many were tortured and butchered to death. You cannot return to your home as the army is hunting down any possible witnesses to the massacre. You are trying to seek asylum in any sympathetic country, but you are limited by the fact that you only speak Spanish and have very little education, having been a farm-hand in your native Guatemala.</p>	

SIMULATION GAME		REFUGEE ROLE CARD NO 4.
WHAT TO DO	<i>Read the role card below and prepare your case for asylum. When the game starts you must approach each 'Country' for an 'interview', try to convince them to grant you refugee status and negotiate the terms under which they will maintain you.</i>	
YOUR ROLE	<p>The ruling junta of Myanmar (formerly Burma) has declared that the minority Muslim groups must convert to the Buddhist faith. Those unwilling to do so are being killed. You are a young student from the north east and have fled into neighbouring Bangladesh for fear of your life. Stories from other refugees tell of whole towns being burnt down and the inhabitants being forced to move on at gunpoint.</p> <p>The refugee camps in Cox's Bazaar are completely overcrowded, the Bangladeshi government and the charities are unable to cope with the huge influx of people. As a student you had studied in Rangoon until the university was closed down. You wish to continue your education and you see this as the only way you will ever be able to support your parents whose source of livelihood is now gone. You seek refugee status in any country willing to take you.</p>	

# Country Role Cards

SIMULATION GAME		COUNTRY ROLE CARD NO 1.
WHAT TO DO	<p>Read the role card below and design a set of criteria for granting refugee status to an asylum seeker. <b>YOU MUST ACCEPT AT LEAST ONE.</b> The criteria should be loosely determined by the socio/economic and political situation of the country you represent. Your group must also decide on how to maintain refugees in your country.</p>	
YOUR ROLE	<p>You represent a rich Muslim oil state in the Middle East. Your remote borders cannot be patrolled and in these areas there is an influx of refugees who have until now settled in camps. As many of these immigrants are of a different race you are unwilling to grant them refugee status and only see their settlement in your country as a temporary arrangement.</p>	

SIMULATION GAME		COUNTRY ROLE CARD NO 2.
WHAT TO DO	<p>Read the role card below and design a set of criteria for granting refugee status to an asylum seeker. <b>YOU MUST ACCEPT AT LEAST ONE.</b> The criteria should be loosely determined by the socio/economic and political situation of the country you represent. Your group must also decide on how to maintain refugees in your country.</p>	
YOUR ROLE	<p>Your group represents a poor East African country. Political upheavals and tribal wars in neighbouring countries have displaced millions of people from their homes. Refugee camps have sprung up on every border. You have your own domestic problems and insist that the refugees return home. However in order to receive much needed aid from the North, you must be seen to be sympathetic.</p>	

SIMULATION GAME		COUNTRY ROLE CARD NO 3.
WHAT TO DO	<p>Read the role card below and design a set of criteria for granting refugee status to an asylum seeker. <b>YOU MUST ACCEPT AT LEAST ONE.</b> The criteria should be loosely determined by the socio/economic and political situation of the country you represent. Your group must also decide on how to maintain refugees in your country.</p>	
YOUR ROLE	<p>Your group represents a country in South East Asia. The population is multi-ethnic, a result of years of migration from the north. The religion is predominately Muslim but business is in the hands of the Chinese. The International Monetary Fund has recently upgraded your country status from "underdeveloped" to "emerging nation" and as a result a lot of new investment is pouring into the country.</p> <p>You face a dilemma. Oppressive regimes in neighbouring countries are forcing people to flee, including a large number of educated people. Harboring these refugees will be disastrous for your relationship with these countries but refusing them will bring about criticism of you at the U.N. which may affect the present boom in your country.</p>	

SIMULATION GAME		COUNTRY ROLE CARD NO 4.
WHAT TO DO	<p>Read the role card below and design a set of criteria for granting refugee status to an asylum seeker. <b>YOU MUST ACCEPT AT LEAST ONE.</b> The criteria should be loosely determined by the socio/economic and political situation of the country you represent. Your group must also decide on how to maintain refugees in your country.</p>	
YOUR ROLE	<p>You represent an affluent Western European country, and as a member of the EU, are obliged to accept incoming refugees. The number already in the country has increased in the last few years. This has put pressure on the social welfare system as many have failed to secure jobs. As a result, you are tightening up the immigration criteria so as not to burden the country.</p>	



# Refugee Case Studies

CASE

STUDIES

## Organising the Case Study

Time: 60 minutes

Materials : small sheets of paper, pens, a large sheet of paper and felt pen, Case Studies.

### Setting Up

Divide the large group into four small groups. Give each group a different work sheet. On their sheet is a Case Study and a list of questions to answer. Each Case Study profiles a different refugee, how they came to leave their homes, where they went to and how they were accepted.

Allow about thirty minutes for each group to read the case study and answer the questions. Select a volunteer from each group to write down the answers. Near the end of the exercise remind the groups that the last question, in particular, should be answered.

### Feedback & Discussion

Return to the large group. Ask one person from each of the smaller groups to summarise their groups' Case Study. When every group has given their summary ask each group for the answers to the last question, "Name four difficulties facing a refugee in a host country and name four provisions a host country could make to facilitate the integration of refugees".

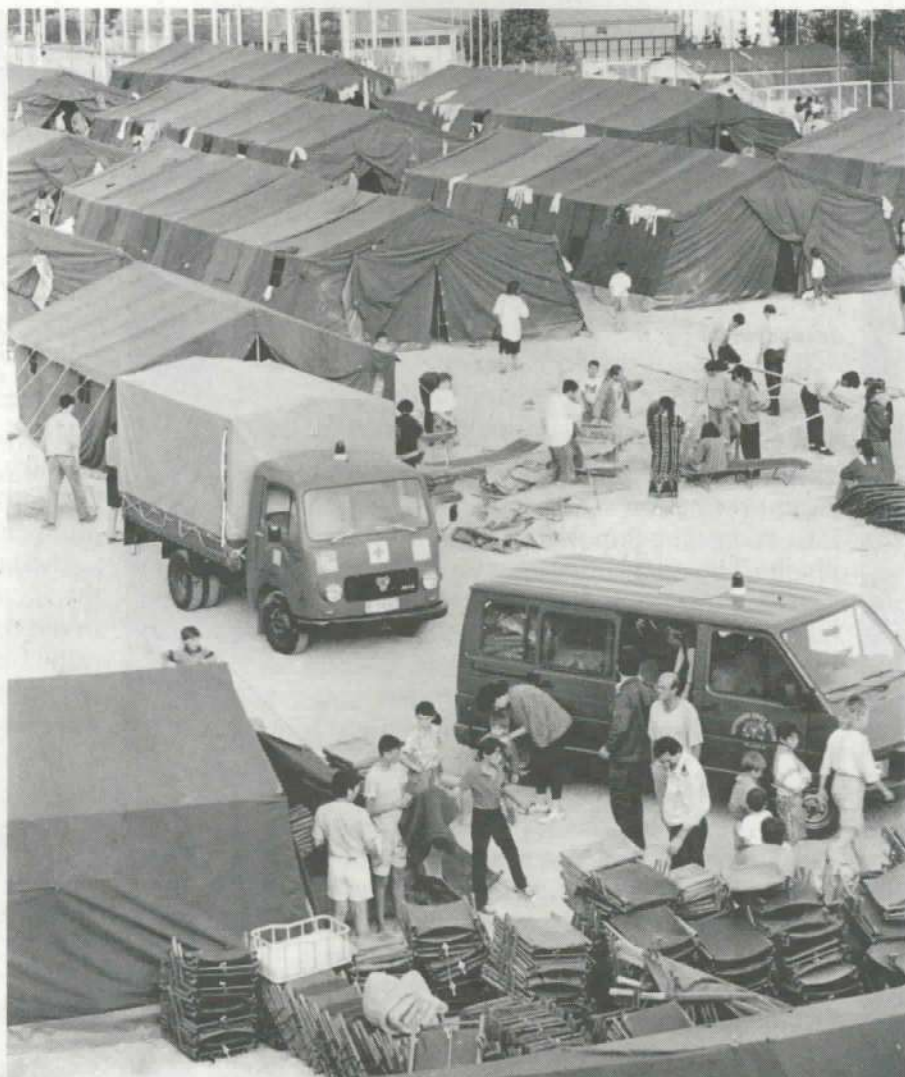
The issues in the next column may be useful in stimulating discussion.

### Difficulties facing a Refugee

- Language
- Shelter
- Employment
- Education
- Finance
- Integration
- Isolation
- Racism
- Health & Well-Being
- Diet
- Religion
- Family

### Provisions a hosting Country could make

- Legislation
- Social Welfare
- Language training
- Orientation
- Public Awareness
- Tolerance
- Access to education
- Access to training
- Access to employment
- Integrated Housing



This Case Study is a look at an individual's personal experience as an asylum seeker/refugee. This is a true story though the name has been changed, and gives an insight into various aspects of the reasons why people seek refuge, the difficulties they encounter and overcome and the kind of life they can expect as a refugee.

## WHAT TO DO

Get one person in your group to read the passage about Chen aloud or read it individually. When everyone is ready try to answer the questions in the box below.



## QUESTIONS TO ANSWER

- Q1. Why did Chen become a refugee ?
- Q2. Where did he go ?
- Q3. Was he welcomed ?
- Q4. Is it likely he may return home ?
- Q5. How does his present situation compare with his previous life in terms of living conditions, freedom of movement and employment/education opportunities.
- Q6. Name four difficulties facing a refugee in a host country and name four provisions a host country could make to facilitate the integration of refugees.

## CASE STUDY TO READ

Chen was born in May, 1970, in Canton Province, China. Brought up under strict communist rule, he was, nonetheless, able to pick up British radio broadcasts from Hong Kong. When the rumours came through of the huge protests in Tiananmen Square in Beijing in 1989, he and six other students made the three-day journey to Beijing. Like hundreds of thousands of others, they camped out on the square and called on the government to end corruption, human rights abuses, the prohibition of democracy, the neglect of the educational system, restrictions on information - and, ultimately, to stand down.

On June 3rd, a large number of army units entered the city and surrounded the Square. Early that evening loudspeakers had ordered the protesters to return home immediately. At around 1a.m. on June 4th, the street lights went out, and the army and police moved in. To date no one knows the full tally of the injuries or deaths.

Chen was arrested and accused of anti-government activities, making speeches and inciting treasonable activities. In one 'interview', five police officers presented him with a blank sheet of paper and ordered him to sign it, but he refused. He was beaten consistently for two months with belts and with other blunt instruments which he still cannot identify.

In October, 1989, after a senior official had been bribed by a sympathiser, Chen was released. After months of lying low and travelling by foot through Vietnam and Thailand, Chen arrived in Ireland on Saturday, 26th October, 1990. Customs officials noticed the absence of a visa stamp in his passport and alerted immigration officials. In the early hours he was transferred to a police station, where there were specific cells for detaining aliens pending their immediate removal from the State. His sister in England was alerted and arrived in Ireland the following day. By chance she managed to contact a solicitor just hours before Chen was due to be deported from Ireland. Chen registered an application for refugee status with the immigration authorities through his solicitor.

He was then transferred to the Training Unit within the prison system where he remained until 20th of May, 1991. Immediately his health collapsed but under comparatively comfortable conditions he recovered his strength. Chen spoke no English initially and his only means of communication was through another prisoner - a Malaysian - who could speak both English and Chinese.

On 20th of May, 1991, the court ruled that the detention of Chen was unlawful; that under the Aliens Order of Ireland he could only be held in prison for two months. Chen was released immediately having been imprisoned for seven months.

Chen now lives on supplementary welfare allowance plus rent allowance. He draws £52 a week and has no right to work or study in Ireland. He is fit and healthy but his English is still poor. He still worries that he will be deported back to China where disappearances and suspicious deaths are commonplace. In late 1993, Chen was refused refugee status. His solicitors, at present, are appealing the decision.



This Case Study is a look at an individual's personal experience as an asylum seeker/refugee. This is a true story though the name has been changed, and gives an insight into various aspects of the reasons why people seek refuge, the difficulties they encounter and overcome and the kind of life they can expect as a refugee.

## WHAT TO DO

Get one person in your group to read the passage about Kofi aloud or read it individually. When everyone is ready, try to answer the questions in the box below.



## QUESTIONS TO ANSWER

- Q1. Why did Kofi become a refugee ?
- Q2. Where did he go ?
- Q3. Was he welcomed ?
- Q4. Is it likely he may return home ?
- Q5. How does his present situation compare with his previous life in terms of living conditions, freedom of movement and employment/education opportunities.
- Q6. Name four difficulties facing a refugee in a host country and name four provisions a host country could make to facilitate the intake of refugees.

## CASE STUDY TO READ

"My name is Kofi Amega. I am a Ghanaian from West Africa and I arrived in Britain in December, 1984, with a visitors visa to seek political asylum. My application is still pending.

I travelled from Lomé, Republic of Togo, West Africa, where I escaped to from Ghana in 1983 after evading security agents in Ghana who would have imprisoned or killed me. The government of Togo and that of Ghana have not seen eye to eye for years, but there has been periodic rapprochement between them, using refugees as pawns. It works on the basis of "you return my enemies and I will return yours". As a consequence, Ghanaian refugees - especially soldiers and occasionally politically active civilians became hostages of the Togolese Government. So although there is a United Nations Commission for Refugees in Lomé, I was reluctant to register as a refugee because the Togolese authorities had ways of finding out who is who, and could use anyone in an exchange with the Ghanaian Government. Instead, like many refugees, I travelled around the West African coast to avoid the Togolese police.

No state would accept us for fear that our government would accuse them of "interfering in its internal affairs". So we just kept moving, like rolling stones, never staying in one place too long. Finally, sheer desperation made me seek an escape from this helter skelter life. I managed, through the help of friends, to secure somebody else's passport and travelled to the U.K. as a visitor.

I arrived in London in December, 1984, full of hope. Having gone through a British educational system and served in the colonial army, I expected certain standards of British justice. Well, my passport was not detected and after the usual accusatorial probing at the airport I was allowed entry on a visitor's visa. Straight away I inquired about organisations or individuals who could help me.

That was when my problems began. I got passed on from one solicitor to another because I had no money to pay for their services. Furthermore, because I had not claimed asylum on arrival at the airport many refugee organisations were reluctant to handle my case. No sooner had I arrived than I had to start working to get accommodation and keep myself. Since my visa was only for six months I was anxious to quickly get my application to the British Home Office. But being penniless I had to make the application myself without realising the process involved. By law I had to wait six months after my application for asylum to apply for a work permit.

All this time my predominant feeling was of guilt. By the time I reached London, I had not seen my family for almost two years. My first child had only been four years old when I left; while I was on the run my wife gave birth to our second child. The economic situation in Ghana had deteriorated considerably since I had left, but as I was barely surviving myself, I could not send them money. I had become an irresponsible father, an absentee husband and a lost son. I had hardly even maintained regular correspondence when I was wandering. What could I say? It was unfair to increase my family's emotional load with my stories of woe, I just kept hoping things would get better so I could write. Weeks became months, months became years and I postponed letter writing until Christmas. But it was miserable - and so I further postponed writing until Easter. Time went by - and I often felt my whole life was a waste."

This Case Study is a look at an individual's personal experience as an asylum seeker/refugee. This is a true story though the name has been changed, and gives an insight into various aspects of the reasons why people seek refuge, the difficulties they encounter and overcome and the kind of life they can expect as a refugee.

## WHAT TO DO

Get one person in your group to read the passage about Musoke aloud, or read it individually. When everyone is ready, try to answer the questions in the box below.



## QUESTIONS TO ANSWER

- Q1. Why did Musoke become a refugee ?
- Q2. Where did he go ?
- Q3. Was he welcomed ?
- Q4. Is it likely he may return home ?
- Q5. How does his present situation compare with his previous life in terms of living conditions, freedom of movement and employment/education opportunities.
- Q6. Name four difficulties facing a refugee in a host country and name four provisions a host country could make to facilitate the integration of refugees.

## CASE STUDY TO READ

By 1984, Joseph Musoke had played cat and mouse with the authorities in Kampala, Uganda for four years. In the previous administration, he had been Binaisa's right-hand man, 'the only man the president sat alone with'. After Obote's 1980 coup Musoke had been thrown in jail.

But Musoke had something to trade, he was released on condition that he carried out missions against the exiled Binaisa. Musoke managed for years to string the new regime along, promising services he never quite managed to carry out. It was a dangerous game, but the only way he could stay in Uganda.

The intricate web unravelled fast when a report arrived in Kampala that Binaisa had addressed a squad of guerrillas in London. Musoke fled, slipping on a plane at Entebbe airport in April, 1984. He came to London, where he had studied 20 years before and then worked as an educational welfare officer. He had made contingency plans for his family to escape after him.

Musoke's story is extraordinary, but it is one which every refugee can easily identify with. All refugees know about the day the ground gives beneath their feet, when people begin to disappear, about the elaborate measures taken to avoid disaster and to put off the moment of flight. They also know how unpredictable British asylum procedures are and how insecurity can go on for years.

Musoke's crisis came seven months after arrival: on December 16th the British Home Office gave him 28 days to leave the country, or 14 days to appeal against the rejection of his claim for political asylum. His eldest daughter was to be removed on Christmas Eve. On top of this, his three younger children were arriving from Nairobi on December 23rd, their fares paid by friends, since without British asylum, the UN would not meet these costs. Musoke was desperately keen to prevent them being sent to a refugee camp in the Kenyan desert.

It worked out, but only just. A British Member of Parliament stopped the removal order on his daughter. Musoke now has 'exceptional leave to remain' and leave to keep his children with him. Observing to the letter the conditions of his entry, he was unable to work for months. As a homeless, single parent he was housed; but there was lichen on the walls, and one night the ceiling fell in.

Experience has taught him that, in the tortuous world of asylum and immigration, a bit of help and some knowledge makes all the difference. In July, 1988, he set up the Ugandan Asylum Seekers Association to help refugees through the process. Every month thirty or forty new clients are added to its files.

This Case Study is a look at an individual's personal experience as an asylum seeker/refugee. This is a true story though the name has been changed, and gives an insight into various aspects of the reasons why people seek refuge, the difficulties they encounter and overcome and the kind of life they can expect as a refugee.

**WHAT TO DO**

Get one person in your group to read the passage about the students aloud, or read it individually. When everyone is ready, try to answer the questions in the box below.

**QUESTIONS TO ANSWER**

- Q1. Why did the students become refugees?
- Q2. Where did they go ?
- Q3. Were they welcomed ?
- Q4. Is it likely they may return home ?
- Q5. How does their present situation compare with their previous life in terms of living conditions, freedom of movement and employment/education opportunities.
- Q6. Name four difficulties facing a refugee in a host country and name four provisions a host country could make to facilitate the integration of refugees.

**CASE STUDY TO READ**

This evening the students of the "All Burma Students Democratic Front" \* in the Morkir refugee camp on the Thai border will be preparing to go to the front line tomorrow to fight against the Burmese military dictatorship for another three month shift.

It is hard to imagine that the friendly young men we spent an afternoon with in a makeshift classroom, will, tomorrow be fighting for their country and the rights of their people against one of the world's most oppressive regimes.

The camp, home to more than 5,000 refugees, is situated about fifty kilometres from Mae Sot and three kilometres from the border. It has been in existence for two years ever since the coup of 1988 in which hundreds of students were shot in Rangoon while peacefully demonstrating.

The refugees barely get by, surviving on donations of rice from foreign agencies, but receiving no help from the Thai government. In fact, the Thai officials have been criticised for forcibly repatriating exiled Burmese and maintaining friendly relations with their deadly neighbours.

The camp must be situated in the poorest land to be found in Thailand, high on a plateau, the soil is hard and bare, the few spindly trees provide little shade and everywhere the trunks of burnt trees reach upwards. Only in the rainy season is it possible to grow a little maize and some root crops. In a secluded spot near the camp, a few simple crosses testify to the camps hardships in their struggle for freedom of their country and their fight for survival in Thailand.

\* Burma is now called Myanmar.

## Organising the Statement Exercise

Time: movie: 45 - 90 minutes  
discussion: 60 minutes

### Materials :

- \* movie on refugee-issues (used here: "The March", BBC, 1992). Though this movie is suitable, it is just an example; you can select another movie through a local NGO, or out of the UNHCR catalog in this resource pack,
- \* video & TV, large sheets of paper & felt pens.

### Setting Up

A group may be less spontaneous/energetic/dynamic... to just get into a lively discussion on it's own.

A facilitator may not feel too self confident to "manage" a group discussion, or not have the time to prepare an exercise.

In both cases this exercise is very suitable.

At first; the group has to do no more than see, "undergo" the movie. The step to the next stage - the discussion is thus less frightening to take. Plus, out of having seen the movie can come the interest in the statements to be discussed, and the inspiration / ideas / emotions to do so.

As for the facilitator, yes; he/she does need to select & get a movie and equipment. but, the actual statements to be discussed can be distilled out of the movie:

- by the facilitator while watching it with the group,
- or by the participants, as an exercise while watching it.

In the discussion afterwards, the facilitator can choose between an active role or limit him/herself to: collecting the statements / writing them out on large sheets of paper / starting & timing the discussion per statement / where necessary, get the discussion going or steer it.

# Refugee Statement Exercise

## EXERCISE

### Statements

Here are some statements out of the film "The March".

Having a discussion around motivations / reasons / suffering / feelings / etc... behind these statements can be a good basis to gain an understanding of the life of a refugee and the causes behind the need to flee.

Working in small groups may facilitate the discussion.

1. "You could come and live here, I could go and live in your home." (El-Mahdi)  
"They have their own country and there they belong, not here." (man in talkshow)  
"We have to help, but they can't come and live here." (woman in talkshow)
2. "I think that we're poor because you're rich." (El-Mahdi)  
"We will have to consume less." (Tom)  
"If we want to continue living in this luxury, we'll have to fight for it one day." (Tom)
3. "If we want to get out of this mess, we'll have to say the truth." (Clare)  
"We treat the poor countries as children. We think that we know all the answers, that only we can save them, but we can't. Africa has to grow up and take their own responsibilities." (Limonier)
4. "If they have nothing to lose, can we still lose time?" (Clare)
5. "That's the only power we have: choose where we die. We ask you one thing: watch us die." (El-Mahdi)  
"We aren't ready for you yet. We are scared, uncertain, defensive. but we need you as much as you need us." (Clare)
6. "It's my mother, you didn't have the right." (Clare)  
"And where were you then? Did you go out looking for her along the rails, did you get her out of the bath with her clothes on? No, you were far away, making the world better." (Clare's husband)
7. "Images are visions, ideas. Images change the world." (Brown)
8. "You can do nothing. We are poor. God wanted it this way." (El-Mahdi)

The more profound causes of North-South relationships hardly get touched upon in the film. It is therefore important to somehow bring up dealing with these deeper causes. This could either be through actually continuing working with the group here and now, or through encouraging the participants to take the issue further on their own; through individual study, through linking up with local solidarity groups,....

**N**ow that you have done some of these exercises with your group it is time for your group to consider some practical action. At the end of your workshop ask the group to think of different ways they can become active and raise some awareness about the refugee issue. The following are a number of examples.

### ORGANISE A WORKSHOP

Organise another workshop in your own area. You may choose a more general theme like Human Rights or Aid or, you may choose to focus intirely on the refugee issue. Include some of the exercises in this guide or adapt them to your own needs.

### HOLD A MEETING

Find out if there are any refugees in your area. What is their status, have they got asylum ? Invite them along to your meeting to talk about their situation. Discuss how they could be included in the local community.

### ORGANISE A GROUP

Are there any Solidarity groups in your area that you can become involved in. If not, why not organise one. Contact a Solidarity group or your SCI branch for ideas.

### FRIENDSHIP

If there are any refugees in your neighbourhood invite them out with your friends. If they need language training find out what is available in your schools. Invite them to talk about their country, its history and culture. You may find a lot of things in common with life in your own country.

### SHOW A VIDEO

Show a video which highlights the situation of refugees. Many agencies hold good quality videos on development issues and will rent them to you. Try local NGO's, solidarity groups, or the UNHCR office in your country. (see catalog in Part Four). Here are some examples:

*The March* (BBC 1992 ) is a drama set in the future posing the 'What If ?' scenario of a massive influx of refugees into Europe from North Africa. Available from the Agency for Personal Services Overseas.

*The Dispossessed* (IBT 1991) is a four part series by Yorkshire Television taking one right into the heart of the families who have been uprooted from their homes. Available from Christian Aid and A.P.S.O.





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