



Training Kit on Empowering Refugee-Led Community Organisations: HANDBOOK

National



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Authors:

Neil Falzon ([aditus foundation](#)), Annelise Sparsis ([Cyprus Refugee Council](#)), Ella de Lange, Jihad Tabasha, ([Dutch Refugee Council](#)) Begum Dereli, ([European Council for Refugees and Exiles](#)), Photene Kalpakioti ([Greek Forum of Refugees](#)), Asunción Taboada Lanza ([Jesuit Refugee Service Malta](#)) Yagoub Kibaida ([Mosaico Azioni per i Rifugiati](#)), Mohammed Badran, Irosha Driessen ([Syrian Volunteers in the Netherlands](#)).

aditus foundation

1A, Rhea Building,

Triq is-Santissima Trinitá,

Hamrun, MRS 2280,

Malta


+356 20106295

info@aditus.org.mt

www.aditus.org.mt

***Training Kit for Empowering Refugee-Led
Community Organisations***

Module 1: Introduction

 **1.5 hours**

Objectives:

- ➔ *Provide practical information about the Training Kit to all participants;*
- ➔ *Get to know each other;*
- ➔ *Reach a common understanding on the learning objectives;*
- ➔ *Familiarise oneself with basic information about refugee-led community organisations.*

Take time to get to know your group and to create a friendly atmosphere. If all goes well, you'll be meeting this group for quite some time! Remember that they are there because they have somehow indicated a willingness to engage in refugee protection activities...that's already a great start!

Title Slide (1)

In the text box indicating the Module number, add details about your own training programme such as your own name, dates, location, etc.

Objectives (2)

Nothing to add.

Practical Information (3)

Amend this slide to add all your practical details: location, timing, schedules, logistics, timetables, etc. Introduce yourself, explain your background and speak about your interest in the subject.

Module 1: Introduction

Use this session to introduce your participants to the **Training Kit**, explaining its overall objectives. The opening slides present this information, largely taken from the **Handbook: Introduction**.

You will however need to add information to those slides that talk about your own training activities.

Be clear as you explain logistical details such as duration, timings, location, participants, 'house rules', certification, etc.

It would be a good idea to zoom in on your own learning objectives, explaining why you decided to organise the training course and what you would like to see at its end.

There will be the opportunity to discuss the participants' learning objectives in the next stage.

Getting to know each other! Who am I? (4)

Start by introducing yourself. Together with professional details, explain your interest in this training module and particular group of participants.

If you are several trainers, amend to reflect the plural “*Who are we?*”. Don't forget to introduce the organisation that is leading the training activities and any funding entities, if relevant.

Be nice, enthusiastic, relaxed...and don't forget to smile!

It is also recommended to list the 'house rules' on a flip-chart that you'll keep visible throughout all sessions, as you will probably need to come back to them! Leave some space for the 'house rules' the participants could suggest later.

Getting to know each other! Who are you? (5-7)

Organise an activity that allows participants to introduce themselves.

You are not only interested in their personal details, but also in why they are participating in this training course and what experience they have in this area.

This is important for you to assess the capacity of your participants, unless this has not been done earlier in the planning stage.

There are several possible ice-breakers you could use for this session. Some are provided in the slides as suggestions...choose what works best for your learners, in a sensitive manner.

As your participants are introducing each other, try to keep mental (or paper!) notes about who's in the room, why they're in the room and what experiences they're bringing.

This information will be useful for encouraging collaboration and for referring to specific situations as examples.

Keep in mind that you want to work towards building a comfortable and informal team spirit that will last throughout the following modules.

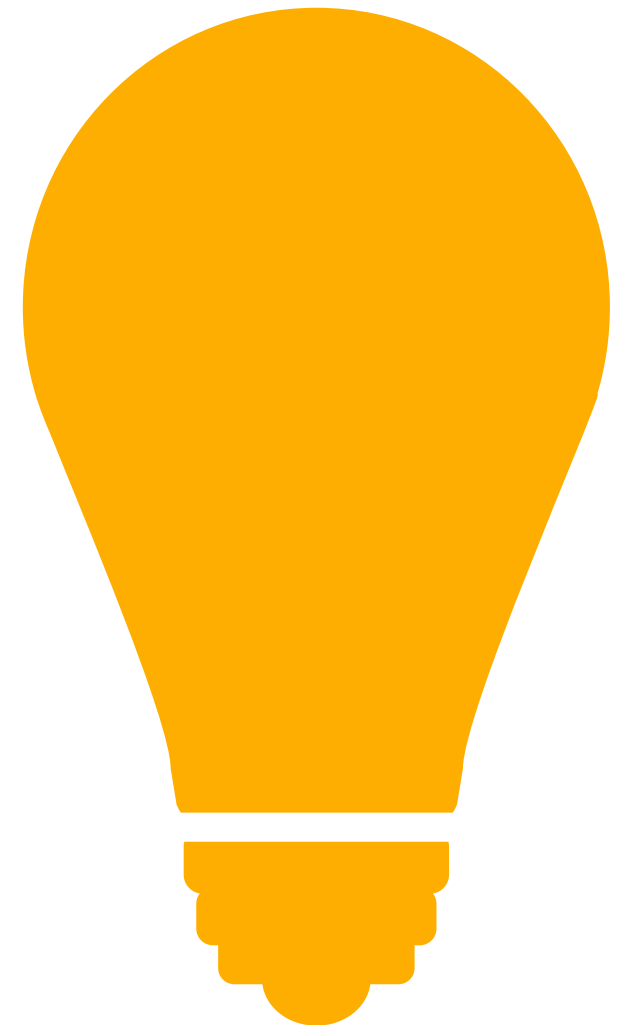
Learning Objectives (8)

Add your own learning objective(s) and spend some time explaining them to the participants.

Why these? What is it about your context that led you to prioritise these? Make sure they are clear and concise, avoiding words that are too abstract and general. Add a couple, but not too many as you want to then add objectives identified by the participants.

Organise a brainstorming session with the participants, asking them *“What do you want to take out of this training?”* It could be useful to have a flip chart to take notes of the ideas flagged. As the ideas are being suggested, gather and group them. At the end of the exercise, take some time to discuss the ideas so you can then choose which ones to collectively agree upon.

Keep note of the full list of learning objectives as you will need to return to them when conducting your evaluation and assessment exercises.





Refugee-led Community Organisations (9)

Read up on RCOs, particularly on the situation in your own national context. A good starting point could be the project's **Comparative Report**.

This section has 3 aims:

- ➡ to reach a common understanding of what RCOs are in terms of role, membership, relationship with refugees, representation, strengths and challenges;
- ➡ to prepare the groundwork for **Module 3: Organisational Development**, since this module will delve deeper into the meaning of RCOs from an internal perspective;
- ➡ to start a discussion on the status of RCOs in your own national context.

Don't deliver a lecture on RCOs, but tackle the definition that has been adopted in this Training Kit. We recommend that this section be conducted as a

discussion. Present the **Refugee Council** (UK) definition of RCOs (on the slide).

Divide your participants into smaller groups and invite them to discuss the definition, focusing on the key notions of “*led*”, “*members*” and “*activities*”. To stimulate the discussion, invite them to list the strengths and the challenges RCOs face in their operations.

It could be a good idea to have participants list their ideas on a flip-chart, to then present to each other. Keep these lists, as you will want to come back to them in **Module 3: Organisational Development**.

As the participants are presenting their lists, provide comments and feedback.

Keep in mind that **Module 3: Organisational Development** will offer you the opportunity to enter into depth on many of these issues, so use this discussion as a starting point.

Questions, comments, reactions? (10)

Nothing to add.

Many thanks for your attention! (11)

Feel free to add your own contact details here, logos of entities supporting your training, etc.

Final slide (12)


Do not remove or amend this slide.



Reserve a few minutes to check in on your participants. How did they feel about the session? Were any moments particularly interesting or challenging? What was learnt?

In the Training Content package you'll also find a basic Module Evaluation Form that you may print and distribute to your participants.

Module 2: National Asylum Systems

 **4 hours**

Objectives:

- ➔ ***Understand the key features of your national asylum regime;***
- ➔ ***Identify the most important national actors;***
- ➔ ***Prioritise refugee protection issues.***

You are not giving a lecture on your national asylum regime but merely giving an overview to persons who had, have or will have a relationship with it.

It is also probable that your participants will eventually act as information providers within their own communities, so emphasise those elements that you feel refugee communities need to be made mostly aware of.








It is of course important that you provide accurate information. If this is not your expertise or you have some doubts, be sure to ask for advice or do some research. A good starting point is your country's **AIDA report**, if available.

Amend the slides in the **Training Content**, adding the information that is relevant to your own national context. The slides provide you with a template, yet the details are entirely up to you to provide.

A number of points need to be kept in mind when amending the slides.

Module 2: National Asylum Systems

Amending slides for the national context

Stick to the templates in the slides since they provide you with a format in which to present your information.	
Your participants are probably not lawyers or people with a legal background, so be sure to use language that is accessible and intelligible.	
Don't overload the slides with content and don't have too many slides!	
Go ahead and add as references leaflets, fact sheets, Q&As or any other useful materials produced by your partners as references at the end of the presentation.	
Identify and address misconceptions!	
Draw on the participants' experience and knowledge in order to understand their perspectives, understanding and information gaps.	
Don't forget to flag elements that have a particular impact on different groups of refugees, such as women, children, LGBTIQ+ persons, etc.	

Module 2: National Asylum Systems

Title Slide (1)

In the text box indicating the Module number, add details about your own training programme such as your own name, dates, location, etc.

Objectives (2)

Replace XXX with your country's name.

Overview (3)

Nothing to add

The Asylum Procedure (4-5)

The first slide presents three key points:

- ➔ Article 14 of the **Universal Declaration of Human Rights**, with the aim of emphasising the rights-based approach to asylum and to these training activities. Spend some time talking about this, inviting your participants to react to the statement.

- ➔ Mention of EU law in order to underline the law-making process and attempts at harmonisation.
- ➔ The **UNHCR Handbook**, to flag that there are higher standards than EU and national law!

The second slide shows you, by way of example, the Dutch asylum procedure, with a picture taken from the **AIDA report** for the Netherlands. Replace this picture with a screenshot, picture or flowchart showing your own national asylum procedure.

All AIDA reports contain a useful flowchart depicting the country's asylum procedure. In most cases, this will be quite a complex chart! Where an AIDA report exists for your country, we recommend that you insert this flowchart into your slide (e.g. take a screenshot). Where there is no AIDA report for your country, try to create a similar chart or find another visual way of representing your national asylum procedure.

City-specific (6)

Use this slide if in your country the asylum procedure varies at city level, or just delete it.

Module 2: National Asylum Systems

This is not meant to be a comprehensive lecture on your country's asylum procedure, but an overview of those aspects that are mostly relevant to RCOs.

We are focusing this section on the aspects listed below and you should limit your customisation to these elements.

Later, you will have ample time to talk about how the system works in practice. Limit yourself to providing information on how the system is intended to work.

- ➡ *How do asylum-seekers access the procedure? How does a person trigger the procedure? Where? With what authority? Is there a deadline from the moment of entry into your country?*
- ➡ *What are the main steps of the procedure? Generally: registration, Dublin assessment, asylum interview, decision, appeal, etc.*
- ➡ *What are asylum-seekers entitled to during the procedure?*

Integration Framework/Integration Framework: Discussion (7-8)

There are two suggested ways of approaching this aspect: information-based or discussion-based.

The choice is entirely yours, on the basis of how much time you have at your disposal, the size of your group, logistics, etc.

Discussion-based

Delete the first slide. Invite participants to discuss and brainstorm (collectively or in smaller groups) the strengths and weaknesses of your local, national or regional integration framework. You could prompt particular areas of interest to stimulate thought: language, education, employment, citizenship, political participation, public services, etc.

Information-based

Keep the first slide and add information about integration programmes or policies: titles, agencies, principles/values, content summary. Share this information and invite your participants to comment on the programmes.

The aim of this section is to provide participants with information on the integration opportunities and regimes available within the national context. This is not an in-depth seminar on refugee integration!

Where your context offers no integration programme or approach, this session will probably (and preferably) become one discussing the need for such a regime and what it could look like.

What does our environment look like? (9-10)

Being able to understand the national context is a valuable skill for anyone interested in advocacy. Your aim here is to note this observation and give examples of those features that RCOs should be aware of when preparing their interventions:

- ➔ National discourse;
- ➔ Presence and activities of right-wing groups;
- ➔ Political party positions;
- ➔ Integration discussions;
- ➔ Major social issues (e.g. employment, housing, social services);
- ➔ Media landscape.

Use these slides to give a snapshot of the overall socio-political context in the country insofar as it is relevant to refugee protection.

What you decide to focus on should be merely an example for your participants, whereby you should be able to talk about other important contextual elements they need to be aware of.

Use the first slide to add your content and then use the second slide to stimulate your participants' thinking...you may adjust the questions accordingly, but try to keep this approach.

First slide examples:

- ➔ News headlines that reflect the general attitude towards refugees, or that talk about recent incidents or events.
- ➔ An overview of the refugee-related views of the leading political parties.
- ➔ Data on refugee communities: historic, demographic, disaggregated by gender or other elements, etc.

Examples of this contextual information may be found in all the **National Reports** produced in our project.

Main Stakeholders (11)

This session is a preparatory step towards the participants' formulation of an advocacy strategy, in **Module 4: Building an Advocacy Strategy**.

Since the mapping of power and influence is key to any successful advocacy strategy, it is important for the training participants to be aware of 'who is who?', and 'who may or may not do what?'

The slide is a simple introduction, inviting the participants to think about the importance of their network. It also reminds participants that stakeholders may be broadly categorised into governmental, intergovernmental, non-governmental, and that each grouping is indicative of powers, roles, functions and responsibilities.

Main Stakeholders: Brainstorming (12)

The slide opens the brainstorming session. You do not want to weigh, position or evaluate any of the actors:

you want to identify the network. Do this in the form of a quick brainstorming, prompting and guiding your participants to ensure all relevant actors are included.

We recommend that you do this with the use of a flip chart and coloured sticky notes, with different colours corresponding to the stakeholder grouping: governmental, intergovernmental, non-governmental.

Try to keep the list focused on the most relevant actors, avoiding broad listings of entities the participants ought to be more engaged.

Keep this list for use in **Module 4: Building an Advocacy Strategy**.



Concerns and Strengths: Exercise (13)

This final session follows the logical approach of the earlier ones in providing a preparatory discussion for the formulation of an advocacy strategy. It invites participants to critically evaluate their national asylum system, identifying its strong points and its weaknesses.

Spend some time researching the main elements of your national regime. A good starting point would be your **national AIDA report**, if available.

It is possible that this session becomes very personal.

Take note of the way participants interact with their experiences and how they identify gaps and concerns, as you might want to come back to their approach in **Module 3: Organisational Development**.

There you will discuss the role of individual experiences in the formulation advocacy strategies, as well as the

risks to personal and organisational health when relying on such experiences.

Also be aware of the risks of a discussion raising sensitive personal matters, such as asylum histories, experiences in detention, episodes of violence or harassment, etc.

In order to map out the participants' views on the national asylum system, we recommend the following exercise.

Exercise (14-15)

There are two slides for this exercise: two possible end scenarios described below. When you decide which exercise you'll use, just delete the extra slide.



Module 2: National Asylum Systems

Exercise

Divide the participants into 3 groups, if possible: **Asylum Procedure, Reception System, Integration Regime** (as per the slide in the **Training Content**).

Provide them with flip-chart paper and markers.

Give them sufficient time to discuss and list the strengths and weaknesses of their respective asylum aspect.

When the time is up, given the groups additional minutes (not too many) to return to their lists and rank the listed weaknesses in order of priority (1 being the most important).

EITHER invite each group to present their full lists, without delving into details on each point. They should explain the criteria they relied upon in order to prioritise the listed weaknesses.

OR ask the participants to switch to another group and to rank the weaknesses listed by their colleagues, ideally using a different coloured marker. No in-depth discussions are required, so do not allocate too much time for this. If you have sufficient time, repeat this step to end with 3 rankings per each group.

Dedicate time to providing feedback to the participants. Focus on the prioritisation criteria, rather than on the substance of the issues themselves. Invite participants to explain their choices and their group discussions. If you end up with weaknesses ranked differently by the various groups, facilitate a discussion amongst the participants as to the rationale and value of the criteria they adopted.

Module 2: National Asylum Systems

Useful Resources (16)

Add names and links to useful resources, including:

- Main asylum legislation;
- Integration strategies, documents, etc.;
- Websites of key entities;
- Fact sheets, information leaflets, FAQs, etc.;
- Your country's AIDA report.

Questions, comments, reactions? (17)

Nothing to add.

Many thanks for your attention! (18)

Feel free to add your own contact details here, logos of entities supporting your training, etc.

Final slide (19)


Do not remove or amend this slide.

Reserve a few minutes to check in on your participants. How did they feel about the session? Were any moments particularly interesting or challenging? What was learnt?

In the Training Content package you'll also find a basic Module Evaluation Form that you may print and distribute to your participants.



Module 3: Organisational Development

 **3.5 hours**

Objectives:

- ➔ *Raise awareness on various aspects of self-identity as refugee-led community organisations;*
- ➔ *Appreciate what it means to be a ‘refugee advocate’.*

This module was formulated in response to challenges identified in our research and shared by the vast majority of interviewed refugees and refugee-led groups.

These are gathered in the **Comparative Report** under the headings: capacity, environment and mobilisation. **Module 3: Organisational Development** tackles the informal aspects of organised advocacy, looking at the personal and social elements of being active in social issues.

The module’s first part (**Using Refugee Narratives**) is largely information-based, whereas the second and

longest part should be a conversation around the points flagged in the slides.

This second component is essentially an invitation to the participants to think about their own identities as activists and about the identity of their advocacy work.

Before you delve into the content of this module, spend some minutes regrouping with your participants. How is the training getting along? Is it meeting their expectations?

Module 3: Organisational Development

Title Slide (1)

In the text box indicating the Module number, add details about your own training programme such as your own name, dates, location, etc.

Objectives (2)

Nothing to add.

Themes (3)

Nothing to add.

Using Refugee Narratives (4-5)

It is very common for RCOs, UNHCR and other NGOs to introduce personal refugee narratives in their advocacy work.

You've definitely seen such testimonies, or possibly organised/participated in one yourself! Whilst definitely a useful tool in an effective advocacy strategy, there are a number of risks associated with inviting refugees to

talk about their experiences: risks for the strategy and for the refugees themselves

As part of your preparation for this section watch the fantastic **TED Talk given by Chimamanda Ngozi Adichie** (listed in the **Useful Resources** slide). She gives an excellent explanation of the risks of relying too heavily on personal narratives.

You have two slides for this section: one giving the positives of refugee narratives, and another warning of the risks.



Chimamanda Ngozi Adichie. Photo from lithub.com

Module 3: Organisational Development

- ➔ Prepare the narrator. There is a difference between recounting before a class of students and explaining the same situation to a group of Parliamentarians.
- ➔ The messenger is as important as the message. Aim for refugees who are able to convey a relevant story, emotionally and effectively.
- ➔ 'A story becomes the story'. There is a risk for the narrative to become the main or sole perspective conveyed to your audience. It is important to keep in mind that advocacy is most effective when you are able to show a pattern of concerns, that the situation you are seeking to address is not one faced by a single person.
- ➔ Law- and policy-makers seeking an easier or cheaper way to meet your demands might choose to resolve or remedy the narrator's individual experience without paying too much attention to its structural or institutional causes.
- ➔ The same problem you are complaining of could have a very different impact on different people based on their personal identities
- ➔ Avoid the image of a disempowered, beaten and impoverished refugee! A rights-based approach encourages a more dignified, respectful and humane portrayal of refugees.
- ➔ Make the narration part of a campaign strategy and not a stand-alone activity. Complement it with research, statistics and other data to strengthen it and to underline that this is not a problem faced by your narrator alone but by groups of refugees.
- ➔ Is the issue you're tackling specific to refugees, or is it possible to link it to realities faced by other communities? If so, make the link clear and try to rope in organisations representing these other communities...including if these are nationals!
- ➔ Empathy exhaustion is real! Government officials and the general public are constantly bombarded by requests, news items, stories, research, papers and advocacy initiatives...several of which are as compelling and urgent as your own!
- ➔ Mitigate this by introducing positivity in the narrative such as a success story, a reunited family, a naturalised refugee, etc.
- ➔ Protect the narrator. Accompany them to the space/ event, offer downtime immediately after, shield from feedback that could be offensive or hurtful, limit narration experiences to avoid burnout.

How to safeguard representatives (6)

This slide presents a diagram depicting 6 safeguarding principles. The diagram is taken from a [webpage](#) that provides further explanation on the idea of safeguarding.

Your aim here is to alert your participants to the personal risks presented by exposing themselves and their private lives.

Representation, Questions (7-9)

This part of the module should be a conversation about the identity of refugee advocates and of RCOs, and the extent to which this identity influences their activities and relationships with partners/stakeholders. The aim of this part is to stimulate self-assessment as an on-going process of organisational development.

The slides present questions and issues to be brought to the participants' attention. Your role is to facilitate a discussion based on these themes:

- ➔ Advocates should not merely speak about issues affecting them personally, but should aim to talk on behalf of others.
- ➔ Honesty is key. A small group of Eritrean refugees should not define and present itself as 'The Association of Eritrean Refugees in Malta', if it is not able to show a sufficient level of representation of the diverse community of Eritrean refugees!
- ➔ Organisations or persons should only claim to represent others where this representative authority is clear to the persons being represented.
- ➔ It is fine to be niche! For example, a group may choose to define itself as speaking on behalf of lesbian Nigerian refugees...if this is what it truly is.
- ➔ Is it enough to be a refugee for a person to be a refugee advocate?
- ➔ If you know nothing about a particular group, then do not claim to talk on its behalf!
- ➔ Your partners need to know who they are talking to.

The second slide gives some examples of communities that may be represented.

Self-Protection (10-11)

These slides warn your learners about the personal risks inherent in working in human rights activities. On the **Useful Resources** slide you'll find some useful websites you could look up to prepare for this session.

Whereas burnout may occur in any workplace, it is clear that working with refugees exposes all of us to it.

Burnout is generally described by the **World Health Organisation** as *“a syndrome conceptualized as resulting from chronic workplace stress that has not been successfully managed. It is characterised by three dimensions: feelings of energy depletion or exhaustion; increased mental distance from one's job, or feelings of negativism or cynicism related to one's job.”*

This is not a comprehensive training on identifying signs of burnout and on taking preventive or remedial action. Yet it is important for your learners to be at least aware of the risks of burnout.

For RCOs this is particularly important since they often carry the tremendous weight of a community's problems and have the assigned responsibility (willingly or unwillingly) of attempting to solve them.

The first slide presents 4 common phrases we constantly tell ourselves and each other, in the blue circles. Go through them, emphasising how natural and necessary it is for human rights advocates to be committed, dedicated and self-sacrificing.

Once these are done, click to make the 8 red clouds appear revealing the signs that we're not too well. The next slide gathers a few pointers for more constructive and reparative thinking.

On a more personal note, how are you? Are you aware of the state of your own emotional well-being?



Module 3: Organisational Development

Assignment: Who are we? (12-13)

The Assignment for this module invites your participants to continue the reflection process started in this module, but to do this away from the training forum: at home, at their organisation's premises...wherever.

For this exercise, look at the list of prioritised concerns identified in **Module 2: National Asylum Systems**. If these are not handy, pick a key concern affecting refugees in your context. Invite your participants to consider the questions on the slide.

For example, the chosen concern is: **Living conditions in the reception centres are substandard**. Invite your participants to discuss, ideally together, how they could approach that concern as a group, an organisation.

What perspectives would they like to underline? Which are they actually able to comment on?

Are they able to understand the implications of substandard living conditions on persons with disabilities, persons with health problems, children, etc.?

If not, how can they go engage more effectively with their communities in order to hear and process those perspectives?

Module 3: Organisational Development

Useful Resources (14)

Add names and links to useful resources.

Questions, comments, reactions? (15)

Nothing to add.

Many thanks for your attention! (16)

Feel free to add your own contact details here, logos of entities supporting your training, etc.

Final slide (17)


Do not remove or amend this slide.

Reserve a few minutes to check in on your participants. How did they feel about the session? Were any moments particularly interesting or challenging? What was learnt?

In the Training Content package you'll also find a basic Module Evaluation Form that you may print and distribute to your participants.



Module 4: Building an Advocacy Strategy

 **4.5 hours**

Objectives:

- ➔ *Understand the concept of a structured approach towards advocacy;*
- ➔ *Learn how to create an advocacy strategy.*

Spend some minutes regrouping with your participants. How is the training getting along? Is it meeting their expectations? Also, remember the Assignment you gave them at the end of **Module 3: Organisational Development**.

There are several models explaining how to design and implement a structured advocacy strategy, and many are freely available online. We included some references in the **Useful Resources** slide at the end of the **Training Content** so that you could do your own research before delivering, and for the participants to have easy access to practical tools.

The **Training Content** is largely based on these resources as they provide downloadable materials that

may be used in the training or in an actual advocacy setting. In the first few slides you will find an overview of the concept and importance of strategic planning, building around the phrase: ***“If you fail to plan, you are planning to fail!”***

Title Slide (1)

In the text box indicating the Module number, add details about your own training programme such as your own name, dates, location, etc.

Objectives (2)

Nothing to add.

Module 4: Building an Advocacy Strategy

What is advocacy? (3)

The paragraph appears on the slide screen only on your click, giving you the opportunity to either go to it right away or to first question your participants ***“what does advocacy mean for you?”***

Focus on the fact that advocacy targets a very specific group of people and has a very specific aim: it is aimed at those people with the power to make decisions and the intention is to change the way they are making these decisions.

Activities that affect other people and that have other objectives, although possible part of an advocacy strategy, are not the primary goals of advocacy.

For example, mobilising public opinion in your municipality on the situation of unaccompanied minors is not in itself advocacy but is of course relevant if your advocacy goal is to have the municipality provide improved care standards for minors.

In order to prepare the tone for the coming slides, you should use this definition to underline the importance of identifying the specific issue for which your organisation feels a change is needed, and for understanding who actually holds such power.

On this page, you will also find some myths about advocacy that you might want to bust!

Key Message (4)

It is normal for organisations to have a long list of concerns about how refugees are being treated, yet it is unrealistic to expect all these concerns to be tackled simultaneously. Trying to do so might ignore the urgency of some issues, runs the risk of draining public sympathy....

Have a short discussion with the participants on the kind of planning activity they engage in when developing their advocacy strategy, if at all. How do they go about it? Who do they consult, and are refugees included in their preparatory stages? Why do they not plan? What are the difficulties they encounter?

Module 4: Building an Advocacy Strategy

Success Stories (5-6)

Do some research for this! Look into past or on-going campaigns in your context.

If you find good examples, add some info (or pictures!) on the slide **Success Stories**.... If you don't find anything, just delete this second slide.

You want to invite your participants to think about campaigns they think were successful: they don't need to be about refugee protection but could be about any issue.

- ➡ What do they remember...images, messages, voices, figures?
- ➡ What do they think constitutes an effective campaign?

Possible prompts:

- ➡ *"It brought about legal or policy change!"*
- ➡ *"We remember the logo or visuals!"*
- ➡ *"People were motivated by it!"*
- ➡ *"It was respectful of the people it portrayed!"*
- ➡ *"It was moving!"*
- ➡ *"I was seeing it everywhere!"*

Module 4: Building an Advocacy Strategy



Module 4: Building an Advocacy Strategy

Videos (7-8)

You'll need an internet connection to show these videos. If you do not have one for your training, just remove the slides. Also, Microsoft PowerPoint might flag a security message since the videos are external content...go ahead and confirm that you want to watch them (if indeed you want to!).

Use the videos as a brief introduction to the idea of structured planning. This is not the main content, so don't spend too much time discussing or analysing the videos!

10 Steps in Advocacy Planning (9-25)

This and the coming slides present the key steps in putting together an advocacy plan. It is taken from the **Introduction to Advocacy**, by **ILGA Europe** and **European AIDS Treatment Group**. Walk through the first slide, knowing that the following slides will present points for each stage.

Do not spend too much time on each slide, but make sure that the terms and logic are understood. A recap is provided on the last slide of this series.



Module 4: Building an Advocacy Strategy

Exercise (26)

This exercise provide the basis for you to decide which elements you want to focus on in **Module 5: Skills and Empowerment**.

It is time for the participants to design an advocacy strategy using the steps just identified and as a practical group exercise.

How you divide your participants will largely depend on numbers, yet it is important to underline that this form of planning should never be conducted by one person alone!

It requires input from the entire team, in particular where the discussion will need to look at issues such as legal frameworks, lived realities, public messaging, budgets, political considerations, etc.

If you have one group, you could invite the participants to present their strategy. With several groups, you probably will not have time to go through and discuss all strategies.

The main aim of this final stage is not to discuss or evaluate the actual strategy content but the methodology.

After inviting the participants to debrief and comment on their perspectives, you can look at the questions far below to guide your conversation.



Module 4: Building an Advocacy Strategy

Exercise (minimum 1 hour)	Debriefing
Divide the participants into groups. Each group will work on one strategy.	Which was the most difficult stage to complete?
Distribute print-outs of the steps or keep the main slide visible. Supply them with flip-chart, marker and sticky notes.	What kind of information did you feel most lacking in (financial, legal, public opinion, institutions, etc.)?
Bring back the flip-charts from the exercise in Module 2: National Asylum Systems . This list will form the basis of their advocacy plan.	Were you able to identify allies and partners, or possibly suggest coalition-building?
Instruct them to use the 10 Steps in Advocacy Planning to design their own advocacy plan for 1 problem identified in Module 2: National Asylum Systems .	How was the process of internal discussion and how were disagreements resolved?
Set them a sufficient amount of time to conduct the exercise and make yourself available for questions and input.	

Module 4: Building an Advocacy Strategy

Useful Resources (27)

Add names and links to useful resources.

Questions, comments, reactions? (28)

An unsuccessful advocacy campaign is not wasted time! There could be lessons learnt to carry over to a next campaign or it could anyway contribute to the overall goal and objective in the future.

Many thanks for your attention! (29)

Feel free to add your own contact details here, logos of entities supporting your training, etc.

Final slide (30)

Do not remove or amend this slide.

Reserve a few minutes to check in on your participants. How did they feel about the session? Were any moments particularly interesting or challenging? What was learnt?

In the Training Content package you'll also find a basic Module Evaluation Form that you may print and distribute to your participants.



Module 5: Skills & Empowerment

Flexible

Objectives:

- ➔ *Strengthen core operational and organisational skills;*
- ➔ *Establish national and international connections;*
- ➔ *Practice the lessons learnt!*

For this Module you will need 2 sets of **Training Content**:

- ➔ **Module 5: Skills and Empowerment;** and
- ➔ **Module 5: The Assignment Materials.**

This Module is split into two parts: learning content and an Assignment. The Assignment marks the beginning of the end of your training sessions.

Module 5: Skills & Empowerment

The Candy Shop

There is a long list of skills identified as necessary or beneficial for refugees wishing to engage in community-based activities: advocacy, organisational management, public speaking, access to funding, NGO registration and formalities, taxation, negotiation, networking.

This **Training Kit** is obviously unable to meet this full list of identified needs and we also acknowledge that your own skills and resources as a trainer cannot possibly cover this full range of topics.

We therefore adopted a ‘**candy shop**’ approach, encouraging you to offer your participants the best approach that is tailor-made to their specific needs. **Module 5: Skills and Empowerment** provides you with a list of skills that could be relevant to your participants and it is up to you and your learners to pick and choose as you would in a candy shop. For each identified skill, the Kit provides you with slides having tips, resources, and exercises.

Base your assessment on the work done by your participants in the exercise in **Module 4: Building an**

Advocacy Strategy, as here they would have identified their strengths, needs and gaps. Some elements have corresponding slides in the **Training Content**. These might need customisation or, if not being used, deleted.

There are choices that we marked as **recommended**, as we identified them as being priority themes for most refugee-led groups.



On the next page you’ll also find a list of useful points to keep in mind for any meeting you intend organising with/for your learners!

Title Slide (1)

In the text box indicating the Module number, add details about your own training programme such as your own name, dates, location, etc.

Objectives (2)

Nothing to add.

Module 5: Skills & Empowerment

How to plan a meeting with stakeholders...



What are their priorities? What is on their agenda?

What do they need to advocate my idea?

Be prepared to provide the resources they could need...reports, publications, policy notes, comments, data, etc.

What do they want to hear from you? How are you going to package what you say for them to actually listen?

Be ready to answer “Ok, what do we do next?”

What is your Plan B?

Be aware of their limited time!

Think ahead of different possible scenarios and your behaviour for each.

Be smart, polite and calm...no matter what!

Module 5: Skills & Empowerment

Funding (3-5)

Your goal here is not to provide an in-depth training on funding, as this would be far too extensive, but to facilitate your participants' access to entities and information.

The slides in the **Training Content** present some basic pointers, and you are invited to amend the final slide with information about the key funding sources in your context, with a focus on refugee protection.

You may use these slides for an independent session, or as part of a session where you invite funder representatives (where applicable), such as the **Erasmus+ National Agencies**, the **EEA Grants**, **Horizon Europe**, **AMIF**, **Open Society Foundations**.

The slides make a distinction between 'project proposal' and 'project application', the former relating to the process of formulating a project proposal outside the scope of a published call whilst the latter relates to an application made in response to a published call.

If you are unable to invite official representatives to talk about their funding programmes, you could also invite other NGOs to talk about their experiences with specific funds and discuss issues such as capacity, partnerships, lessons learnt, etc.

This website is packed with useful resources, including this page that offers hands-on practical tips.



Regulatory aspects (6)

- ➔ How to register an NGO?
- ➔ How to draft statutes?
- ➔ How to file annual reports?
- ➔ How to keep accounts?

Whereas **Module 3: Organisational Development** looked at the socio-personal aspects of setting up and running an RCO, this section is intended to give information about the steps required by law (or policy) to register and operate an NGO in your context.

It is possible that this information is already publicly available, yet for some reason refugees encounter difficulties accessing or comprehending it. You might also realise that some of the requirements are either impossible or particularly difficult for refugees to meet, such as the requirement of a fixed address or of a residence permit number.

In these latter cases, your session could contain a component where your participants discuss possible

solutions: advocacy to bring about a change in legislation, a complaint for discriminatory treatment, creative ways of by-passing the problem, etc.

The slides in the **Training Content** provide you with templates where you are able to add the information relevant to your context, if this is readily available and not too complex. As with themes covered earlier, these slides may be used either as stand-alone sessions or as part of a session where you invite an official from the regulatory authority to talk about registration and reporting procedures.

Adjust this slide as needed. If you need to add more information, including more headers, copy/paste the slide for as many times as you need.



Module 5: Skills & Empowerment



Meeting with Government Stakeholders (no slide)

Identify which Government entities are most appropriate to meet. The list of stakeholders identified in **Module 2: National Asylum Systems** could be a good starting point.

The aim of the meeting is to make introductions and present a list of general issues for future discussion and engagement.

Get the learners to decide who will be the main speakers and to prepare a plan of the issues they wish to raise.

Do you want the meeting to be made public or kept private? Discuss with the participants and with the Government officials.

If this is the first meeting of its kind, you should be present yet your role should be agreed upon with the participants.

Keep in mind the possibility of having an online component.

Follow-up the meeting with the Government officials. This could be anything from an email summarising key points to a document formalising concerns and recommendations.

Get the learners to meet up after the meeting and evaluate it: mood? receptiveness? clarity? follow-up?

Module 5: Skills & Empowerment



Meeting with other NGOs and UNHCR (no slide)

Present your learners with a list of the main NGOs and list them in the appropriate **Training Content** slide. The list of stakeholders identified in **Module 2: National Asylum Systems** could be a good starting point.

The aim of the meeting is to alert NGOs and UNHCR as to the presence of active and interested refugees wishing to be part of the conversations about refugee protection.

Is it preferable to have one meeting with NGOs and UNHCR together, or two separate meetings. Keep in mind the relationship between the NGO community and UNHCR, and aim to have as open a discussion as possible.

Get the learners to identify the main speakers and to prepare a plan of the issues they wish to raise.

If this is the first meeting of its kind, you should be present yet your role should be agreed upon with the participants.

Keep in mind the possibility of having an online component.

The meeting should allow your participants to honestly flag their views on how refugee protection advocacy is being carried out, presenting their views on how they would like to see it happen in a more inclusive manner.

The meeting should end with an agreement on future terms of engagement.

Meeting with refugee-led groups NGOs in other EU Member States (no slide)

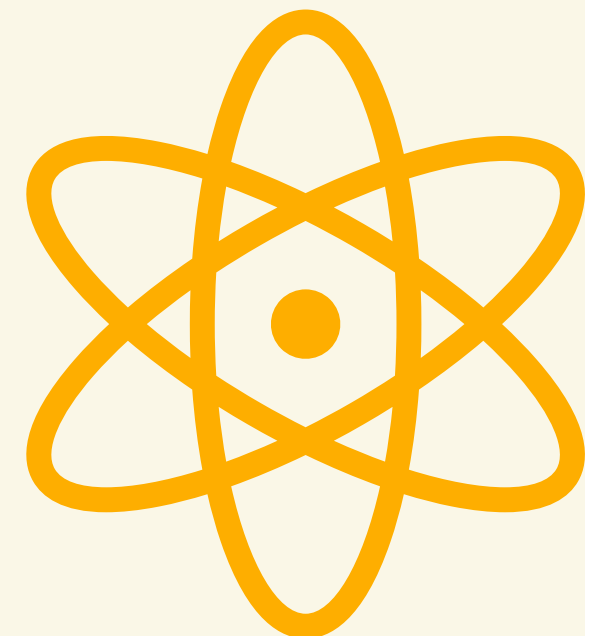
This meeting would be a useful networking opportunity for your participants, primarily in order for them to learn from the experiences of other RCOs.

Although national contexts are very different, the project's research extracted several common strengths and challenges that could be the basis for an interesting and engaging conversation.

Here are some guidelines for your attention:

- The project's **National Reports** contain lists of RCOs based in the countries covered by the project partners: Malta, Italy, Cyprus, Greece, and the Netherlands. These could be a good starting point.
- The aim of the meeting is to establish connection and to have a discussion on lessons learnt.

- Encourage the participants to prepare for the meeting in advance by preparing a plan of the issues they wish to raise and the questions they would like make, either in this first meeting or in a possible future conversation.
- Keep in mind the possibility of having an online component.
- Are there regional meetings to attend? Is there an effort to bring RCOs together? What about joint projects or shared positions?
- The meeting should end with an agreement on: what will happen after the meeting?





Media workshop/meeting (no slide)

Good messaging is a fundamental part of effective advocacy. Unless organisations are able to benefit from the expertise of media professionals, media activities may be energy-intensive and challenging.

The **Training Kit** provides an idea for a useful starting point: a workshop/meeting with representatives of media organisations.

- Identify journalists who you know are like-minded and friendly to the cause of refugee protection.
- The idea is not to have a formal training, but to have a discussion around messaging and to kick-start a relationship.
- If you have the resources to also include a formal training component (e.g. a brief session on drafting effective press releases or on use of social media) this would be also great!

These could be questions/issues to frame the conversation:

- How are refugees and refugee-related issues portrayed in the media?
- What are journalists interested in?
- What do you think a respectful and dignified portrayal of refugees should look like?
- How can press releases be made more attractive for publication (language, content, timing of dissemination, etc.)?
- Which media organisations are friendlier than others?

Keep in mind the possibility of having an online component.

The meeting should end with an agreement on: what will happen after the meeting?



Social Media workshop (no slide)

Social media skills are becoming increasingly important in capturing the attention of the general public and policy-makers. They're also excellent tools for dissemination of information on services, campaigns...

- ➡ Reach out to large companies that probably have social media departments or dedicated staff members...encourage them to support you as part of their **Corporate Social Responsibility** programme.
- ➡ Will this be a one-off, or could you convince the company to establish an on-going relationship with your learners?

Points of interest include:

- ➡ Different social media for different targets!
- ➡ From a regular to a pro user...tips and tricks!
- ➡ Creating a social media plan and strategy and embedding it in your advocacy campaign.

- ➡ Video, text, stories, Tiktoks, live streams...making sense of the confusion!
- ➡ Is your message getting across?
- ➡ How to analyse data?



Module 5: Skills & Empowerment

The Assignment (7-17)

It is time for the participants to put to use their newly-acquired skills and knowledge. The aim of the **Assignment** is to engage in an evaluation exercise that invites your participants to apply the Kit to their own realities.

The first slide explains the **Assignment's** aims, with the following slide giving the instructions.

Take time to explain the **Assignment** and allocate time for questions. It is imperative that the participants are given sufficient time to complete the **Assignment**. We recommend leaving 2-6 months between this Module and **Module 6: Follow-up and Evaluation**.

- Download and distribute the **Assignment Materials**.
- Inform learners that they may make as many copies as needed. All documentation must be kept and brought for **Module 6: Follow-up and Evaluation**.

The relevant slide presents the instructions, as well as the **Assignment Materials** for you to explain. Inform the learners that they are to approach this assignment with responsibility! They must:

- Walk through each stage of the **10 Steps in Advocacy Planning**.
- Document their work, findings and results in the **Assignment Materials**. There is a document for most steps.
- Take their time to carry out the necessary research, discussions, evaluations, consultations...!
- Relax...this will not be a corrected or graded assignment!



Module 5: Skills & Empowerment

Questions, comments, reactions?

(18)

Nothing to add.

Many thanks for your attention!

(19)

Feel free to add your own contact details here, logos of entities supporting your training, etc.

Final slide (20)

Do not remove or amend this slide.

Reserve a few minutes to check in on your participants. How did they feel about the session? Were any moments particularly interesting or challenging?


What was learnt?

In the Training Content package you'll also find a basic Module Evaluation Form that you may print and distribute to your participants.





Module 6: Follow-up & Evaluation

 **1 hour**

Objectives:

- ➔ ***Evaluate the Training Kit's methodology and content.***
- ➔ ***Distribute Certificates of Participation.***

This module, ideally organised 2-6 months after **Module 5: Skills and Empowerment**, will bring your training programme to a close. It is focused on evaluating the **Training Kit for Empowering Refugee-Led Community Organisations** and your own activities.

You will also distribute the **Certificates of Participation** and wish your participants all the very best for their work with and for refugees!

Title Slide (1)

In the text box indicating the Module number, add details about your own training programme such as your own name, dates, location, etc.

Objectives (2)

Nothing to add.

Evaluation (no slides)

Invite your participants to talk about their Assignment:

- ➔ Were they able to complete all the steps? If not, why?
- ➔ Which steps were the most challenging, and which the most accessible?
- ➔ What have they learnt about their own advocacy identity, goals and capacities?

Distribute the Certificates of Participation, take photos, upload on social media (#RCOtrainingkit_refugees) and celebrate this successful experience together!

If you would like to share your experiences with us, we would love to hear them...just get in touch with comments and feedback!

CONGRATULATIONS!



Training Kit on Empowering Refugee-Led Community Organisations



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