



# RefugeesIN Overview

## CINEMA FOR REFUGEES SOCIAL INCLUSION

ERASMUS+, *Agreement Number - 2016-1-PT01-KA204-022983*



Co-funded by the  
Erasmus+ Programme  
of the European Union

<http://refugeesinproject.eu>

# Partnership

## Applicant & Coordinator



**Portugal**

## Partners



**Germany**



**Ireland**



**Slovenia**



**Italy**



**Greece**

**Duration:** 26 months (01/11/2016 – 31/12/2018)



# General Objective

To offer an innovative cinema-based **Pack** to encourage intercultural dialogue, combat discrimination against refugees and promote their social inclusion.

**Cinema** is used as a tool for breaching stereotypes and portraying actual and inspiring life stories of well-included former refugees acting as role models for the newcomers' social inclusion



# In detail, objectives were...

- Collecting social inclusion successful **life stories** of former refugees
- Selecting paradigmatic **films** and producing **documentaries** addressing refugees social inclusion
- Stimulating the **multicultural dialogue**
- Branding the **RefugeesIN Course**, integrating critical reflection on European cinema and filmmaking experience
- Creating a methodological **Guide** for the best use of the assets
- Ensuring project online **visibility** and **sustainability**

# Target groups

- Adult educators and AE providers
- Staff & civil society organisations
- Anyone interested in more cohesive and inclusive societies
- Startups in educational and social economy sectors





# Main Activities

**Desk research** qualitative research techniques on:

- social inclusion, role modelling and learning content literature review and
- EU cinematography review: seeking paradigmatic feature length films on refugees' social inclusion

**Testing** the *RefugeesIN* Course and **Producing** 12 documentaries, within cinema workshops

**Producing & Editing** the outputs, in six languages (PT; DE; IT; SL; EN; and EL)

**Packing** Brochure, Catalogue, Course (Curriculum & Manual) and Guide



## Activities:

**Beta tests:** Brochure;  
Catalogue; Course and  
Guide;

**Focus groups:**  
Confirmation and  
narrowing the list of  
selected feature films;

**2nd test audience  
screening** of the  
documentaries short films  
at 4th project meeting,  
with Greece EPE  
representatives and pilot  
action participants



## External Pool of Experts / EPE

Interested parties to be formed **by each partner**, for assessment purposes and recommendations.  
Representatives from the refugees/asylum seekers communities, adult education and staff from civil society organisations (NGOs) and cinema experts to be available to consult in consideration of the different outputs for a certain period of time.

**Total : 84 persons (14\*6 partners)**



# Social Inclusion

**Social inclusion is the process of improving the conditions in which individuals and groups participate in society. It is the process of improving the capabilities, opportunity and dignity of those who are disadvantaged based on their identity.**

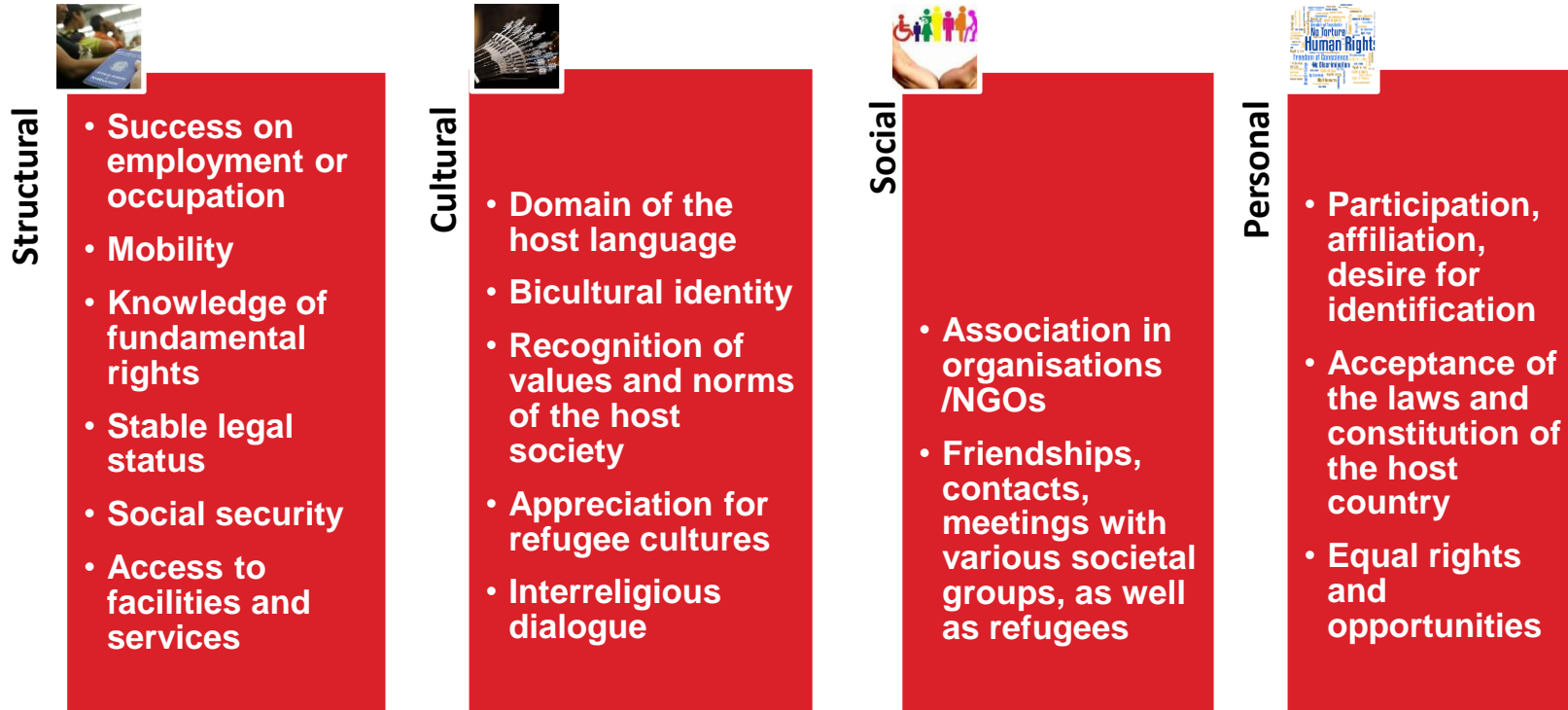
**Social inclusion is multidimensional and affects many domains of life. Integration processes do not act independently of one another.**



# Social Inclusion

Heckmann, F. (2001)

Social Inclusion is a multidimensional construct with four dimensions:





## *Role Model*

A ***role model*** is a person whose behavior, example or success is or may be imitated by others.

Individuals compare with reference groups of people who occupy the social role to which they aspire.



# *Role Model: Attributes*

## Price-Mitchell (2010)



Passion and ability to inspire



Well-defined set of values



Commitment to the Community



Altruism and acceptance of others



Ability to overcome obstacles



# Innovative Approach

**Crossing  
research,  
cinema and  
AE,**

**RefugeesIN**

**is:**

anchored by creative and **transformative learning** processes

proposing a new **multicultural learning process** mediated by cinema and filmmaking practice

offering an interactive **website**, the basis for a community of practice



# Why films?

We thrill with films because we are **empathic!**

Transformative Learning /Learning environment (Mezirow, 2002)	Films
Self-biographical narratives - narrated and shared in a group	<b>Real-life histories – role modelling</b>  <b>Depicting real characters</b>  <b>Showing options and</b>  <b>Pathways for social inclusion</b>
Identification of “ <i>disorienting dilemma</i> ” – a life crisis or major life transition	
Identification with characters - empathy	
Critical reflection and group dialogue	
Planning a course of action	
Building confidence in new ways and Implementing plans	
Experimenting with new roles	
Inclusion	

**By a community of learners trying to make meaning of their life experience, and through processes of sharing, identification and critical reflection, learners are empowered towards the future**



# Intellectual Outputs

PACK

- Brochure:** *Real life stories – from escape to belonging*
- Film Catalogue:** Feature length films & Documentaries
- RefugeesIN Course:** Curriculum and learning Manual
- Guide:** Recommendations for the best use of the assets



All materials are open educational resources (OER) available in digital format and freely accessible through the Internet by Creative Commons Licensing

# REFUGEES



## REFUGEES



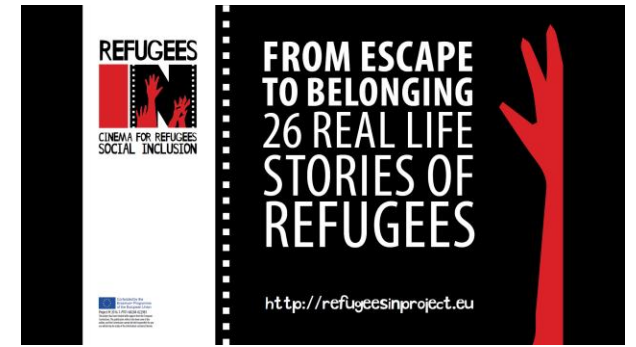
CINEMA FOR REFUGEES  
SOCIAL INCLUSION



# FROM ESCAPE TO BELONGING 26 REAL LIFE STORIES OF REFUGEES

<http://refugeesinproject.eu>





# The brochure „From Escape to Belonging“

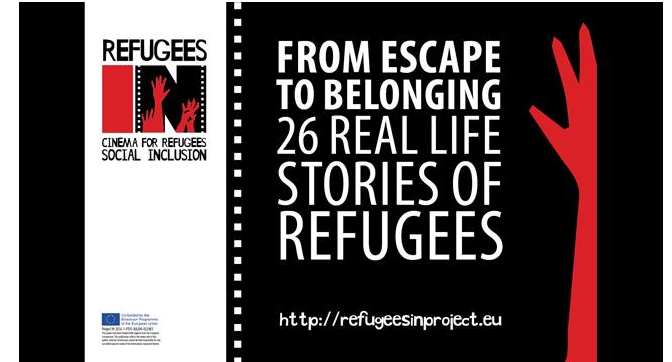
26 stories of Refugees  
and their paths to inclusion





**HAMBURGER**

**VOLKSHOCHSCHULE**



## The content of the brochure:

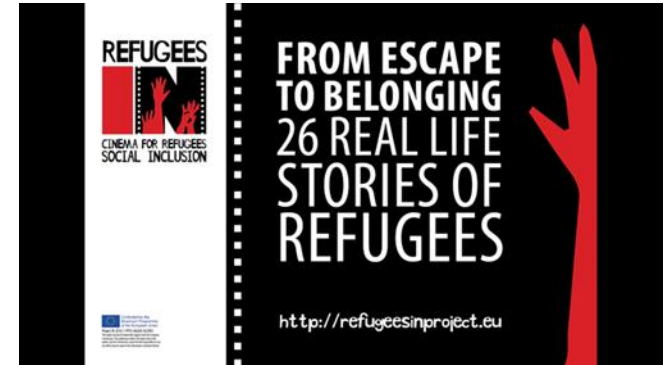
1. Introduction (and Theoretical Framework)
2. 26 Interviews, showing the individual stories
3. Summary: what similarities did we find?
4. Context
5. Conclusions: what can be learned?

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## Reading excerpts

1. Felix
2. Yassir
3. Vahida

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## Summary/Conclusions: what were the similarities?

1. All interviewees had a strong willingness to learn
2. They are claiming their right to become a part of society
3. They have a desire to get into contact with the new society and they allow to be helped
4. They are all active members of society and setting themselves new aims
5. They show resilience and perseverance in the face of encountering obstacles

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# REFUGEES





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Philip Penny

Dun Laoghaire Institute of Art, Design & Technology

[www.iadt.ie](http://www.iadt.ie)

### **Introduction – Film Catalogue**

- The RefugeesIN Film Catalogue contains 12 feature length Films researched and selected by the RefugeesIN partnership representing positive role models to help inspire other Refugees on their journey.
- This film catalogue also contains the 12 short documentary films that were produced by participants who completed the 100 hour RefugeesIN film course on how to make a short documentary film.
- All Films are accompanied by Fact Sheets and Trailers.



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## 12 Feature-length films

- The combined partnership of the RefugeesIN project were tasked with finding a total of 12 feature length films that best illustrates or represent well included Refugees as role models across the 28 European member states.
- To achieve this it was necessary for each of the 6 partners to identify 6 films that met agreed criteria and then work with focus group participants to refine their choice to the 2 best representations per partner country. Given that each partner would select 2 films each x 6 partners the desired total of 12 films contained in this catalogue was achieved.



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## Focus Groups

- All focus groups established in each partner country contained film or domain experts on this topic area to help guide the film selection process.
- IADT drew up a plan outlining some necessary criteria and core film attributes used to guide the selection, most important criteria identified were:
  - artistic quality and the learning potential of the film in terms of social learning theories already outlined by Heike in the Brochure Preparation Plan.
- IADT's proposed selection methodology also included sections on:
  1. Film Sourcing.
  2. Sharing film finds among the partnership and building a repository.
  3. Film evaluation procedures and partners' responsibilities running Focus Groups.

<http://refugeesinproject.eu>



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### **Agreed Partnership Film Selection Criteria**

- Films produced from 2000 onwards were preferred
- Films must be in English or have English sub-titles
- Films selected tell stories that best illustrate or represent well included former refugees as role models
- Feature films/docu-dramas were eligible for inclusion.
- Evidence of a comprehensive search by each partner was required
- All films submitted required a Trailer to help with initial evaluation

<http://refugeesinproject.eu>





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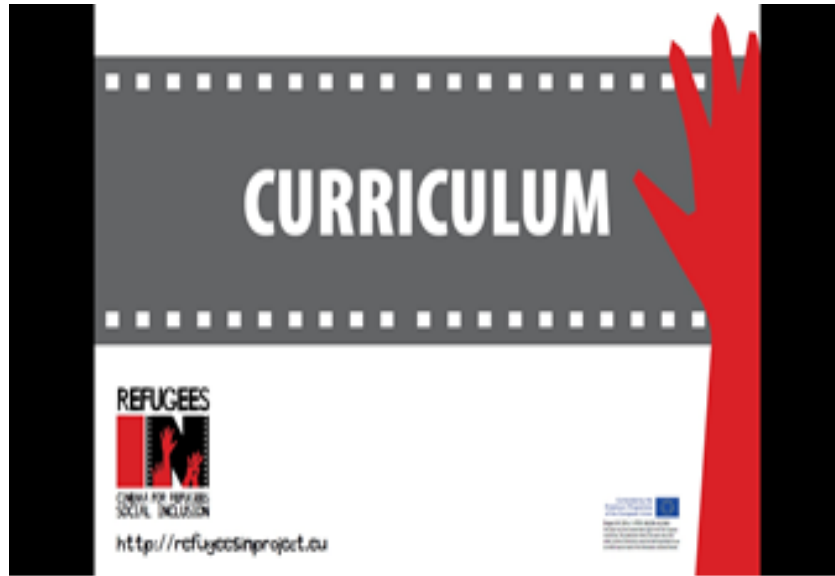
## 12 Short Documentary Films

- The final 12 short documentaries produced by participants on the 100 hour film course is an integral part of the overall Film Catalogue and RefugeesIN pack or tool kit that is designed to inspire adult educators in this domain.

## Conclusion

- Refugees who emerge in their new found societies now have a resource to help them tell their own success stories that will inspire other who follow.
- Show film samples/trailers from Film Package both Feature and Short Documentaries on RefugeesIN website [www.refugeesinproject.eu](http://www.refugeesinproject.eu)

# REFUGEES





# RefugeesIN Course



- Adult educators and AE providers
- Staff & civil society organisations
- Anyone interested in more cohesive and inclusive societies
- Startups in educational and social economy sectors

## WHAT?

An innovative learning opportunity to empowering, extending and developing adult educators' **competencies**, for assisting their role in meeting the needs of refugees/asylum seekers.

## WHY?

- To prevent and combat **radicalization** and promote refugees/asylum seekers' **social inclusion**.
- To stimulate **critical thinking**, increasing level of digital competence and research for a greater understanding and responsiveness to social, ethnic, linguistic and cultural diversity.

## HOW?

- **Multicultural** learning process and learning experience mediated by **cinema and filmmaking practice**
- Use of creative processes and interactions, proposing a new multicultural learning process focusing on the **narratives** of social inclusion.



# *RefugeesIN* Course

## Modules

Designed with a common structure, containing background theory, relevant information and some problem/questions that can be used for stimulate the self-reflection on the topics worked out all along the face to face sessions of the course

**Module 1:** Let's get into the RefugeesIN Course

**Module 2:** Social Inclusion in the EU: crisis, policies, models and achievements

**Module 3:** Real life Stories: self-biographical narratives and in-depth interviews

**Module 4:** Cinema for Social Inclusion (debating RefugeesIN selected feature length films)

**Module 5:** Documentary Filmmaking

Unit 1: The documentary as a cinematographic expression

Unit 2: Argument writing

Unit 3: Directing

Unit 4: Production

Unit 5: Technical equipment;

Unit 6: Editing

**Module 6:** Cinema Workshop (production of two short documentaries in group).



# *RefugeesIN* Course

Participants went through research, film screening and critical debate, culminating in the completion of 12 [RefugeesIN Short Documentaries](#) on real inclusive life stories.

All modules/units provide a practical component for applying the learning made to the development of roots and strategies for refugees social inclusion in EU.





## Manual

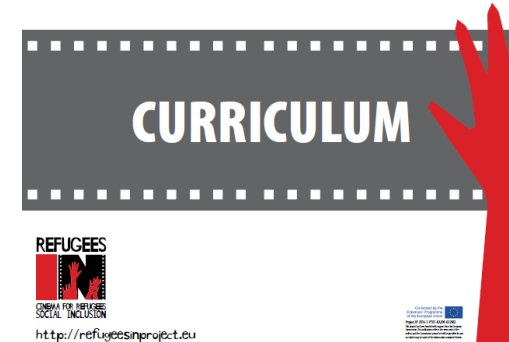
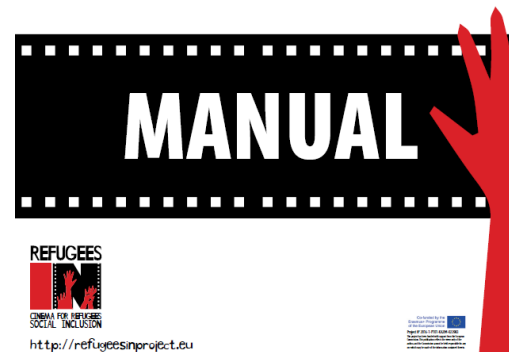
It is addressed to Learners

## Curriculum

It is mainly intended for the Adult Education (AE) providers and Civil Society (CS) organisations.

It provides an overview of the RefugeesIN Course, introduce its learning objectives, methodology and structure.

# RefugeesIN Course



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*All the Training Material is complimented by the other assets in the [RefugeesIN Pack](http://refugeesinproject.eu) – Brochure, Film Catalogue, Course Manual and Guide.*



During Pilot Actions carried out by the Consortium, involving representatives of the target groups, the Course has been tested and reviewed

## PILOT ACTIONS 2018



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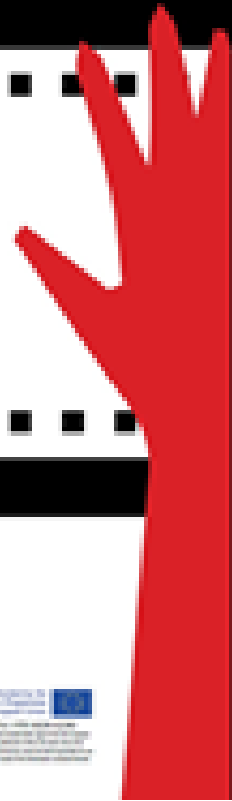
During face to face sessions in Cinema Workshops, participants screened and debated feature films, reflecting on social inclusion in the EU.

They then scripted, produced, directed, acted and edited the [RefugeesIN Documentaries short films](#)

# REFUGEES



# GUIDE



REFUGEES



Centre for Applied  
SOCIAL INCLUSION

<http://refugeesinproject>



Logo of the European Union  
The European Union is committed to  
the rights of refugees and displaced persons.  
For more information, visit  
[www.europa.eu](http://www.europa.eu)





# Overview

RefugeesIN Guide is the final asset of the RefugeesIN project and combines all its three previous assets (Brochure, Film Catalogue and Course).

It is a useful guide for anyone who wants to use RefugeesIN Pack. It provides guidelines and suggestions for the other three assets to be used constructively.



# Objective

The objective of the Guide is to offer guidelines and suggestions to anyone who wants to use the RefugeesIN Pack, in a flexible way.



# Target Group

The target audience of the Guide is:

- Adult educators of refugees,
- Adult education experts and providers
- Civil society staff and organizations,
- Experts on social inclusion
- Experts on European film



# Structure

## **1st Part**

The Guide suggests the implementation of the RefugeesIN Course, by providing guidelines for facilitators in using and implementing the Course.

## **2<sup>nd</sup> Part**

The Guide provides suggestions of the assets of the Pack to be used in further learning activities and events.



# Implementation of the Course

The Guide suggests the implementation of the Course, by providing directions to the facilitator.

It contains session plans, one for each Module of the Course. Each session plan includes:

- Introduction
- Sources to be used
- Learning outcomes
- Relationship with other Modules
- Step-by-step guidelines, by providing content, method and duration of each activity.

# LET'S GET INTO THE REFUGEESIN COURSE

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## INTRODUCTION

This Module is designed to start the whole course and give the necessary information about the project and about the situation of refugees in the EU. At the same time, this module should help forming and bonding the group and set up rules of working together.

## SOURCES

Website of project: <http://refugeesinproject.eu>

Brochure (in partner languages): available on website

Slide presentation of project (in partner languages) available on website

Film catalogue

## LEARNING OUTCOMES

After studying this module/unit, participants will be able to:

- ◆ Understand the situation of refugees in EU;
- ◆ will have a basic knowledge of the aims and outcomes of the project;
- ◆ will know the other members of the group;
- ◆ will have agreed to working rules;
- ◆ will have an overview of the course: times, locations, content.
- ◆ will know the teachers of the course.

## TOTAL DURATION

4 hours

## RELATIONSHIP WITH OTHER MODULES

This module is the start into the course, it is important that the explanations about the setting of the course is clear and the rules of working together are agreed upon in order to minimize conflict potential. The letter the participants write to themselves at the end (after reading one interview) can be used by other modules.

# LET'S GET INTO THE REFUGEESIN COURSE



CONTENT	METHOD	DURATION
Introduction, Warm up, get to know the other group members	Walk around in the classroom and talk to each person at least once, asking them questions from a questionnaire (see below)	40 min
Introduction of the course: what will happen. What is the time frame	Short slide presentation, provided by teacher	20 min
Introduction of the project: aims, content, activities, partners, funding	Partners slide presentation, website	30 min
Short discussion among participants	Whisper groups: each participant turns to one other member, asking/ answering 3 questions: <ul style="list-style-type: none"> <li>• What was the most astonishing?</li> <li>• What would I like to know more about?</li> <li>• What do I know that it useful?</li> </ul>	30 min
Short film	Chosen by partners from their list or from other sources	30 min
Discussion of content: How was the refugee depicted? How were the "others" depicted? What stereotypes did you observe?	Open discussion in plenary session, write down most important input on white board or flip chart paper.	15 min
Break	Coffee, tea, cold beverages, snacks (sweets, cracker)	15 min



# Suggestions of activities and events

In this part, the Guide provides suggestions of various learning activities and events, by using the assets in the Pack.

These activities can be implemented by adult educators and civil society staff.





## Learning activities

10 learning activities are suggested. Each suggestion includes:

- Facilitator and target group
- Assets of the Pack to be used
- Detailed step-by-step description of the implementation of the activity (place, duration, equipment to be used)
- Skills and competencies required by the facilitator and the audience
- Objectives



## Learning activities

- Mapping and mindmap exercises
- Discussions
- Debate and analysis of films and stories
- Roleplaying
- Learning English through the Pack



## Public events

6 Public events are suggested. Each event includes:

- Facilitator and target group
- Detailed step-by-step description of the implementation of the event (place, duration, equipment)
- Assets of the Pack to be used
- Objectives



# Public Events

- Screenings of films and discussions
- Film Festivals
- Readings
- Open training events



## Conclusion

The Guide is:

Translated in all partners languages (PT, DE, SL, IT, GR)

Published online at project website in a format of e-book

Aims to offer directions on how the assets of the whole Pack can be used flexibly.



# Contacts

**FB Page:**

<https://www.facebook.com/ProjectRefugeesIN>

**Twitter Page:**

<https://twitter.com/ProjRefugeesIN>

**YouTube Page:**

<https://www.youtube.com/channel/UCzV1TFUqO67vG0diQ7mk3QA>

<http://refugeesinproject.eu>