



COUNCIL OF EUROPE    CONSEIL DE L'EUROPE



# Celebrating Diversity

Report of the study session held by  
World Association of Girl Guides and Girl Scouts (WAGGGS)  
in co-operation with the  
European Youth Centre  
of the Council of Europe

European Youth Centre Strasbourg  
31 October – 7 November 2004

This report gives an account of various aspects of the study session. It has been produced by and is the responsibility of the educational team of the study session. It does not represent the official point of view of the Council of Europe.



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World Association of Girl Guides and Girl Scouts  
Avenue de la Porte de Hal 38, 1060 Brussels  
tel: +32/2/541 0880, fax: +32/2/541 0899  
E-mail: [irojnik@waggseurope.org](mailto:irojnik@waggseurope.org)  
website: [www.waggseurope.org](http://www.waggseurope.org)

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## EXECUTIVE SUMMARY

For this study-session we had 25 young leaders from Girl Guide and Girl Scout Associations as participants, who were already or wanted in the future to work with minorities (e.g. refugee and migrant communities). The participants came from 13 different countries from all over Europe (see appendix 1). We were very happy to have 2 participants from a Roma-Community in Slovak Republic at the seminar, which gave us an insight look at being a minority.

The aim of the study session was to develop further the work with refugees and migrants as well as with other culturally diverse young people within Girl Guiding and Girl Scouting. The objectives were

- to discover the challenges of a culturally diverse environment
- explore the different cultures in Europe and the different ideas of diversity
- to identify the norms and values of young people from refugee and migrant communities and how Girl Guiding and Girl Scouting can respond to these needs
- To identify methods of recruitment and training of volunteer leaders from these communities
- To identify the management qualities an association requires in order to cope with the challenges of its interculturalisation
- To collect and exchange good practice and start a network of partner countries related to this topic
- To develop projects to introduce Girl Guiding and Girl Scouting to young people in refugee and migrant communities

Looking at the aim and objectives of the seminar the Planning Team felt that they have been fulfilled. In detail:

- **to discover the challenges of a culturally diverse environment and**  
**explore the different cultures in Europe and the different ideas of diversity**  
comes with the cultural diverse participants. Allowing them to mix and talk in a structured and progressive way make them aware of differences and similarities and leads to better understanding towards others.
- **to identify the norms and values of young people from refugee and migrant communities and how Girl Guiding and Girl Scouting can respond to these needs**  
Having 2 participants from the Roma-community in Slovak Republic were really eye opening. During discussions we came to the conclusion that integration is not always the right way to develop Guiding and Scouting with minorities. Different norms need different working programmes, which have to be developed according to the needs of the specific type of minority. It was learned that sometimes separate groups and programmes can accommodate needs better and would lead to groups which could meet at equal level in the future, where everybody feels welcome and taken serious with his beliefs.
- **To identify methods of recruitment and training of volunteer leaders from these communities**  
The exchange of practices in the different associations gave the individuals new aspects on recruitment and training of volunteer from minorities. Additional the external speaker from the Danish Folk High School brought new ideas for recruitment. – The main outcome was that you have to go out, identify the needs. Then you can decide, if you want to reach out keeping in mind your own values and beliefs.
- **To identify the management qualities an association requires in order to cope with the challenges of its interculturalisation**  
Our Guest speaker Dr Zahid Parvez spoke about “managing diversity”. He explained that diversity is not happening by itself, but you need to create an environment, which allows it.

Additional group discussions in the course of the week help to identify the differences in Europe and ways to accommodate these differences.

- **To collect and exchange good practice and start a network of partner countries related to this topic**

In the market of exchange participants presented their association's work, which gave a lot of new ideas to the individual. In the project-phase participants were grouped together according to their future projects and these groups are still in contact supporting each other.

There is an existing network from Guiding and Scouting working with minorities called "Overtures", which was also presented to the participants. The independent network meets twice a year to exchanges on their current work.

- **To develop projects to introduce Girl Guiding and Girl Scouting to young people in refugee and migrant communities**

In the last part of the seminar participants were introduced to the project methods. All the participants developed individual projects to be followed up in their countries.

From the view of the Planning Team the seminar was very successful and we were very happy with the outcome of the event. We know participants went home enthusiastic and with lots of plans for the future. From the e-mail contacts in the last months we also know that some of the projects have started. For results it is too early at the moment.

From the seminar we could see that there is a large potential on working with minorities. In our associations it is currently still a small topic, but the seminar was one piece of the puzzle to make associations take up this topic in the future. It is therefore decided that in the next 2 years we will working on developing some Guidelines and support material to help associations work with minorities.

## INTRODUCTION

The aims in our work plan of Girl Guiding and Girl Scouting in Europe for 2001 – 2004 focused on three key statements:

- We are helping Young People to grow
- We are helping Society grow.
- We are helping Europe to grow.

This was not meant in numbers, but in ensuring that our Member Organisations are living “diversity” and are open to different cultures and therefore contribute to a fairer and equal society. – Girl Guiding and Girl Scouting is an association, which is open to all people regardless colour, religion or ethnical background. Therefore we constantly educate in human rights, fight for more tolerance and work for social inclusion of young people from all backgrounds.

The study session “Celebrating Diversity” was an important corner-stone, as it trained young leaders to be more tolerant, more aware of inequality and gave them the knowledge to support diversity in their home-country and to act as a multiplier.

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Within the study-session the participants went through a process, where they looked at their personal experience with minorities as well as the experience within their association. Through the exchange of experiences and the discussions, participants got a wider picture of the topic and developed a better understanding of problems refugees and minorities face. You could see that through the discussion participants became more open in their approach, but also realized what are the barrier and borders for Guiding and Scouting in the work with minorities.

The process of the seminar was first to find a common ground in discussing some key-words such as integration, minorities, culture and diversity. Then it was looked at the situation in Europe, the different approaches in the countries. This was linked with the work in the associations and from there the participants developed ways that are best suited to integrated minorities and refugees in Guiding and Scouting.

Following days of discussions and exchange participants developed projects to be put in practice in their home-countries. They had the choice to either start an individual project or a group-project.

## PROGRAMME IN DETAIL

The programme started with a Welcome Evening with some games. This was followed the next day by an Opening and a presentation of our association and a quiz on the work of the Council of Europe.

The frame for the study-session was the story of the “Giraffe and Elephant” (see appendix 4) The idea was to build a house that fits for everybody with doors wide enough for Elephants and high enough for Giraffes, stairs strong enough for Elephants etc. This story was a very helpful and visual tool throughout the study-session.

Monday afternoon was dedicated to finding a common ground on the topic. We started with defining the word “minority” and looked at different definitions. In the discussion participants realized that it was hard to have a true definition, as for example a minority is not necessarily relying on numbers (e.g. South Africa under Apartheid).

The next step was to look at the situation of the different minorities in Europe and then discuss in groups the words Culture, Diversity and Integration. One of the definitions: On the journey of integration, we need to appreciate the diversity and know about the culture. Integration is the final piece of the puzzle and you need patience and tolerance and need to give and to take in order to make it happen.

The next day started with the simulation game “Albatros”, which demonstrated the participant’s prejudice we all have in our head. The first part of the game consisted of a performing of a ceremonial greeting between members of an imaginary culture (Albatrossian) and foreigners (participants).

This performance was followed by a discussion, which made participants realize that what they thought was quite the contrary to what was the reality. This was a very emotional and strong moment in the study-session.

*“It though us that we all see things in one way, when really things are different. Like with the story of the Giraffe and Elephant we tried to change things until we understood that things were OK, the way they were.” (participant)*

Our first guest speaker was Dr Zahid Parvez, a senior lecturer at Wolverhampton University, Business School in the UK. He spoke about how to work with diversity in Europe and how to “manage diversity”. In his speech he pointed out that there are visible and non-visible differences and that these differences can be complementary, neutral or conflicting. To manage diversity it needs to create a productive environment in which everyone feels valued and where talents are fully utilised. You need to create a climate of mutual respect, accommodate different thoughts and try to increase satisfaction and performance.

The challenges you face in a diverse surrounding are

- dealing with harmful diversity such as prejudices, false assumptions and negative stereotyping,
- ensuring equality – access and participation and
- valuing diversity.

This session was followed by a discussion on differences and diversity in Europe looking especially at complementary, neutral and conflicting differences. The participants understood that for managing diversity well, you need to find and address the conflicting differences.

For the last session of the day participants could choose to participate in 3 different workshops: “Language”, “Religion” or “Social inequality”. The aim was to exchange experiences of the participants in their countries focusing on one smaller topic.

The first two days we looked at the situation in Europe as a whole, on Wednesday we started looking more in depths how Girl Guide and Girl Scout associations deal with minorities and refugees. At the market of exchange 3 projects in associations were presented in the plenary

- Slovak Republic: Roma Scouts  
In Slovak Republic there was a separate Girl Guide and Girl Scout Group for Roma founded, which was some years later integrated in the Guide and Scout Association.
- Sweden: Bosnian-Muslim-Project  
As integration of children from Bosnian-Muslim-Background into the local Girl Guide and Girl Scout groups did not work, separate Bosnian-Muslim Groups were founded. The focus was set on training for adults from Bosnian-Muslim Background, so that they could lead their own children.
- Italy: Work in a refugee camp  
The senior section of the Girl Guides and Girl Scouts in Italy went to the Balkan to run peace-projects with children from 1999 to 2004. Altogether they reached 15.000 children in the area.

Additionally to the market the participants had prepared posters on projects in their countries and hang them on the walls.

The presentations and results from the different associations led directly to the group work with case studies on the following topics:

- Start a Muslim group in a predominantly protestant area. Question: Should the district allow a separate troop to start?
- Start a girls only group to reach out to orthodox Christian and Muslim girls in the neighbourhood. Should the district support this?
- Set up in a predominantly catholic area a Latin-American Scout Troop. How can the district avoid conflicts?
- Start a network for lesbians and gay scouts and guide. Should the district support this?
- Discuss if there should be a separate educational programme for member from ethnic minorities or if the educational programme is adaptable to all

Some of the thoughts from the discussions:

- It is essential to look at the needs of the different groups in order find a common way for the future
- It is necessary to identify the differences – the conflicting, complementary and neutral ones. The conflicting differences need to be addressed.
- separate groups should be allowed, if after thorough discussion integration is not a suitable way
- The border for integration in Girl Guiding and Girl Scouting is the Girl Guide and Girl Scout law and promise. This can not be taken away.
- We want integration and not assimilation – everybody should be able to keep their identity

In Girl Guiding and Girl Scouting values are an important cornerstone, e.g. open to all, responsibility, equal opportunities, environmental conscious. The next game provoked discussion on where the limits related to our values are. The aim was to think deeply about the values of yourself and your association and decide then how far they can be changed. This exercise provoked heavy feeling with in the participants and made them realize that you are only prepared to change up to a certain border. If you go beyond this border people feel they loose their own values and with this their own identity.

### From Integration to Participation

The second speaker was Khuram Shehzad, a Danish guy with Pakistanian origin. His job is to recruit minorities for the Folk High School in Denmark. His perspective of not being a Guide or Scout and the links he made with the Folk High School, were very refreshing. He explained that he went out in the communities and organised events such as a 3-day-basketball game and then he started to talk with the young people on the street. "You have to find in your arguments, what is so interesting, that people can not say "no" anymore," he explained. "Apart from getting in contact with the young people, which is crucial, you also need to identify the needs of the parents. They need written information and need to see the benefit of the school."

*"Integration is high up on the political agenda in Europe and a lot of people are tired of discussions" Khuram felt. His approach therefore was going in the direction of participation rather than integration. "You need to offer linguistic, cultural, social, economical and political participation. Make them feel: It is my society and they will participate."*

After all these discussions the Planning Team felt that it would be good to experience some of the issues discussed. Therefore a role-play was developed. The situation was set in a town called "Kermit", who wanted to celebrate their 200 year founding date of the town including all the different groups living in the town. The governmental party with the major invited all the different groups in town to a meeting to plan the event. The groups were the Parish, the Muslim Community, Roma-Community, Local traders, Girl Guides and Girl Scouts, Football-Club and Parents-group.

The role play started with a phase of writing letter, where people showed their different opinions. This was followed by a meeting-phase for always 2 parties, where compromised were searched for. The third part was the first meeting with all the parties taking part.

In this role-play you could see how much the participants developed from the previous days. – Although in their roles faced with stereotypes and prejudice, they tried to find common solutions. You could see the growing understanding of the complexity of our world and that openness, true understanding and good communication is essential to make everybody participate.

Before starting the project work we had one more session on the different models of inclusion used in the associations at the moment in Europe. These were

- Ordinary inclusion: to get minorities into existing groups and try to integrate them
- Hosting model: to have groups of minorities with their own leaders from a minority, but hosted in local groups, where they organise some activities together.  
Example: Bosnian project in Sweden
- Mentor Model: to create separate minority groups with the help from Girl Guide and Girl Scout Leaders within or outside the association.  
Examples: Roma Scouting, Muslim Scouts in Denmark

After a short introduction on the project methods, participants started to develop their own project, which they should try to implement back home. In four sessions participant started to identify the topic, were grouped together and worked through the different steps of a project.

The main topic of the projects were raising awareness, but with different approaches. Sometimes participants felt they need to do some research first to identify the potential minority groups, some wanted to focus either on training for leaders or on developing material for leaders to pass it to the youth and some thought that Funding needs to be identified before trying to reach out.

In details the topics of the projects were:

- Increase awareness on how to make Girl Guiding and Girl Scouting more accessible and attractive for minorities
- Create a culture of awareness and develop awareness towards the current work with minorities. The focus will be on training
- Raise awareness towards minorities within Girl Guiding in Hungary. The focus will be on developing an educational programme for girls.
- Reach out to the migrations in the local group of the area, starting with research, training and establishing contacts
- Reaching out to minorities, starting with identifying funding to support interested migrants in joining
- Reaching out to a school of blind children and try to make them participate
- Raise awareness of the unemployment situation of Roma in Slovak Republic and help qualify young Roma through Girl Guiding and Girl Scouting

Each participant developed a project looking at the needs, aim and objectives, methods, steps of implementation and evaluation.

In the last session before the closing ceremony we discussed the different ways to support each other in the project work. It was agreed to set up a discussion group to stay in contact, which is widely used. Additionally every participant wrote a post-card with what he wanted to have achieved in 3 months time. This was send to the participants after 3 months to remind them on their resolution.

At the closing ceremony everybody felt that at the study-session we have built a house for giraffe and elephants, but now the much harder work starts to spread this word and start building a world that fits everybody needs back home.

## **MAIN OUTCOMES OF THE STUDY SESSION**

The aim of the study session was to develop further the work with refugees and migrants as well as with other culturally diverse young people within Girl Guiding and Girl Scouting. Looking at the evaluation forms we feel that the aims and objectives of the study-session were fulfilled, which was one of the expected outcomes. In detail:

One of the aims of the study-session was to raise awareness and this aim was clearly reached. Participants went home with a wider and more open picture of refugees and minority-groups in their head. – They all grew in their personality and developed a lot of tolerance towards other religions, ways of living etc. – Participants were also ready to pass the message once they are at home.

Developing projects was another goal and it is one method to multiply the effect of the seminars. We think good projects have been developed and are confident that two third will be put in practice.

## **FOLLOW-UP**

One part of the seminar was to develop projects for their associations, which we will be followed-up. The participants are already asked in the acceptance letter to clarify the expectation for the study-session with their association. Associations and the participants are therefore responsible for ensuring the implementation of the project developed at the seminar.

To offer an ongoing network for the participants an e-group was created, which is up and running. This e-group is important to allow support and exchange of the projects.

The results of the study-session will be published in the international internal publication of WAGGGS as well as in the some of the national publications of the associations.

From the seminar we could see that there is a large potential on working with minorities. In our associations it is currently still a small topic, but the seminar was one piece of the puzzle to make associations take up this topic in the future. It is therefore decided that in the next 2 years we will working on developing some Guidelines and support material to help associations work with minorities.

## **FINAL CONCLUSION AND RECOMMENDATIONS**

This study session was a very good starting point for WAGGGS and our member organisation to begin or develop the work with minorities and refugees. The whole event was very successful and we are very satisfied with the results. Working with minorities and refugees is a topic, which can have a huge impact on our today's society, if it is tackled from the right angle. To find the best way to work with different refugee and minority groups needs time for discussion and development.

We would recommend that working with minorities and refugees should stay high on the list of priorities at the Council of Europe. – It is one of these topics, which can easily be ignored in the daily, busy working life of an association, but has a huge impact on our society.

## LIST OF PARTICIPANTS

1	NAGGGS	ARMENIA	HOVHANNISYAN	Narine
2	PPOe	AUSTRIA	KNEISZ	Lukas
3	FOS	BELGIUM	VERBRUGGE	Dimitri
4	FOS	BELGIUM	DEVRIENDT	Dreis
5	KFUM	DENMARK	ROIKJER	Majken
6	SP-FS	FINLAND	EEKKU	Aromaa
7	SP-FS	FINLAND	PUOLAKKA	Anna
8	MCSLSZ	HUNGARY	HELLER	Gabriella
9	AGESCI	ITALY	PILLITIERI	Domenica
10	AGESCI	ITALY	DORIGO	Ivan
11	AGESCI	ITALY	ZAMPARELLI	Giulia
12	ZHP	POLAND	KUNOWSKA	Alexandra
13	ZHP	POLAND	LANDOWSKA	Magdalena
14	AGP	PORTUGAL	RAMOS	Joana
15	AGP	PORTUGAL	FERREIRA	Paula
16	FEG	SPAIN	CORDERO	Irene
17	FEG	SPAIN	MOLINS ALFONSO	Jaume
18	EC	SPAIN	GOMEZ CAMPBURI	Nuria
19	EC	SPAIN	LLOPART ALARI	Roger
20	SSR	SWEDEN	LOVGREN	Marie-Louise
21	SSR	SWEDEN	BILL	Markus
22	GGUK	UK	BALLANTYNE	Helen
23	TSA	UK	JOHNSTON	Helen
24	SLSK	SLOVAK REP	REVESZOVA	Zuzana
25	SLSK	SLOVAK REP	MIZIGAR	Frantisek
<b><u>PLANNING TEAM</u></b>				
26	WAGGGS	AUSTRIA	ROJNIK	Irene
27	KFUM	DENMARK	GOTTHARDSSEN	Dorte
28	SLSK	SLOVAK REP	ONDRUSEK	Lubomir
29	TSA	UNITED KINGDOM	ISKANDARANI	Fadi

## PROGRAMME: CELEBRATING DIVERSITY

Sunday 31.10	Monday 01.11	Tuesday 02.11	Wednesday 03.11	Thursday 04.11	Friday 05.11	Saturday 06.11
Arrival of participants & Registration	<i>Breakfast</i>	<i>Breakfast</i>	<i>Breakfast</i>	<i>Breakfast</i>	<i>Breakfast</i>	<i>Breakfast</i>
	<b>Meditation</b>	<b>Meditation</b>	<b>Meditation</b>	<b>Meditation</b>	<b>Meditation</b>	<b>Meditation</b>
	<b>Opening</b>	<b>Simulation Game: Cultural Difference</b>	<b>Market of Exchange</b>	<b>Role Play</b>	<b>Models of inclusion in Guiding and Scouting</b>	<b>Develop Your Project</b>
	<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>
	<b>Introduction to WAGGGS WOSM &amp; EYC</b>	<b>Guest Speaker: Dealing with Cultural Diversity in Europe</b>	<b>Awareness within Associations</b>	<b>Role Play</b>	<b>Projects Method</b>	<b>Present Your Project</b>
	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<b>Evaluation &amp; Lunch</b>	<i>Lunch</i>	<i>Lunch</i>
	<b>Finding a Common Ground</b>	<b>Group Discussion: Different Approaches to Diversity in Europe</b>	<b>Values</b>	<i>Free time in Strasbourg</i>	<b>Finding Your Project</b>	<b>Networking</b>
	<i>Break</i>	<i>Break</i>	<i>Break</i>		<i>Break</i>	<i>Break</i>
	<b>Finding a Common Ground</b>	<b>Main Challenges: Religion - Language - Culture - Social Inequality</b>	<b>Guest Speaker: Recruitment</b>		<b>Develop Your Project</b>	<b>CLOSING CEREMONY</b>
		Patrol Meeting	Patrol Meeting	Patrol Meeting		Patrol Meeting
<i>Dinner</i>	<i>Dinner</i>	<i>Dinner</i>	<i>Dinner</i>	<i>Dinner in town</i>	<i>Dinner</i>	<i>Dinner</i>
<b>WELCOME EVENING</b>	<b>INTERNATIONAL EVENING</b>	<b>MOVIE: CHOCOLATE</b>	<b>CELEBRATING DIVERSITY</b>	<b>EVENING IN TOWN</b>		<b>FAREWELL PARTY</b>

## LIST OF REFERENCES

- Bauböck Rainer, Agnes Heller, Aristide R. Zollberg (Hg.) 1996. The Challenge of Diversity. Integration and Plurarism in Societies of Immigration. Wien.

- Mikkelsen, Claus: Foreninger fremmer forståelsen - inddragelse af etniske minoriteter i foreningen og mangfoldighedsledelse. Published by: Dansk Ungdoms Fællesråd (The Danish Youth Council).

- Project Management Guidelines, World Association of Girl Guides and Girl Scouts (WAGGGS)

- Albatros Game:

Council of Europe. European Youth Centre. Training Course Resource File. Intercultural Learning. Examples of Methods used. Volume Four. Second Edition. Strasbourg. 1991.

Useful Links mentioned in the study-session:

WAGGGS Europe [www.wagggseurope.org](http://www.wagggseurope.org)

WOSM Europe [www.scout.org/europe](http://www.scout.org/europe)

Training-Kits [www.training-youth.net](http://www.training-youth.net)

(Publications in the framework of the Partnership programme between the Council of Europe and the European Commission in the field of Youth Worker Training)

Ouvertures-Network [www.ouverture-network.org](http://www.ouverture-network.org)

Danish Folk High School [www.hojskolerne.dk](http://www.hojskolerne.dk)

## **ELEPHANT AND GIRAFFE**

A giraffe and an elephant consider themselves friends, but when the giraffe invited the elephant into his home to join him in a business venture, problems ensued. The house was designed to meet the giraffe's needs, with tall ceilings and narrow doorways, and when the elephant attempted to manoeuvre, doorways buckled, stairs cracked and walls began to crumble. Analysing the chaos, the giraffe saw that the problem with the door was that it was too narrow. He suggested that the elephant take aerobic classes to get him "down to size". The problem with the stairs, he said, were that they were too weak. He suggested that the elephant take ballet lessons to get him "light on his feet". But the elephant was unconvinced of this approach. To him, the house was the problem.

In the fable, the giraffe represents the "main" group. It is his house, his design, his rules. He is in charge. The elephant is the other. He is warmly invited and genuinely welcome, but in the giraffe's home, he is the outsider and always will be.

The house was built with giraffes in mind, not elephants: Instead of changing the house, the giraffe tries to change the elephant. The issue here is not one of good or bad relationship. The two have a good relationship, but it is clearly not sufficient. – The issue is that the house is simply inappropriate. The essence of diversity is that we need a house that works for everyone.

Extracted from "Building a House for Diversity"

By R Roosevelt Thomas

With thanks to the Lincolnshire Equal Opportunities Reference Group  
Sue Reid and Jake Volak

## **INSTRUCTIONS FOR THE ROLE-PLAY**

### **DESCRIPTION OF THE SITUATION:**

The town called „Kermit“ will celebrate his 200 year founding date. Around 20 000 people are living in Kermit. Since the beginning different groups of Roma are living there temporarily and lately permanent as well. Since the 1960 there are migrating people from different countries as well.

The idea of the community council is to make a big celebration with all the people living in Kermit. The event should show a little bit of the history of the city, the claims of the city and it should pay tribute to all people who play an important role in the city.

Actually there are some problems with migrants and the Roma population, in schools and kindergarten as well as with criminality. The aims of the community council is to celebrate and not focus on the difficulties, also because the prime minister of the country will attend the Event. So the city should present his best side. Therefore the community council invites representative of all the groups living in Kermit to a „Preparation meeting“ in order to plan the Event for the Celebration.

### **ROLES:**

- Community Council
- Guides and Scouts
- Parents
- Representative of enterprise and the economical elite
- Football Association
- Association of Muslims in Kermit
- Parish Council
- Roma group

# THE ROLES IN DETAILS

## **Your are in the groups: Government/Community**

1 Person: Major + 2 people from each party = 5 people

He wants to be 200-year-celebration to be a large and successful event and he would like to involve everybody/every group of the town (This would be good for his upcoming elections as well). Of course there are only limited financial resources for the celebration and he hopes that the local traders can help funding the event. It would also help if the Guides and Scouts and the Football-Club could organise some programme free of charge.

## **Parties**

1<sup>st</sup> Party: conservative party, major is part of their party. They plan with the major and support him in his work.

2<sup>nd</sup> party: Opposition: Want this event, too, but are generally very critical. They think there is too much money spend, the time-frame is too short etc.

\*\*\*\*\*

## **Your are in the group: Guide and Scout**

4 people

They have some first contacts to the Roma-Group and would like to work with them. They think that the event would be a good opportunity to get involved with them. They have not yet decided, if it would be good to integrate the Roma in their group of if they should start their own Roma-Groups.

Some parents of the children are worried because auf the “bad influence” of the Roma children.

The Guide and Scouts Group is located in a Parish.

\*\*\*\*\*

## **Your are in the group: Parents**

2 people

There have lately been some problems in town with criminality related to migrants and the Roma Group in town. The parents are very worried for the security of their children and would not like to have these groups involved in any activity in town.

Lately there were some contacts with minorities at school. Some of the parents have children in the Guides and Scouts.

\*\*\*\*\*

## **Your are in the group: Roma**

3 people

They are living at the edge of the town. – They are not very much interested in taking part in any activity of the town.

Lately the Guide and Scout Group contacted them, as they would like to do some activities with the Roma. – The Roma are not sure, why they should join Guides and Scouts.

**Your are in the group: Muslim-Group**

3 people

There is a religious event at the same date and they have already planned a lot. – If they take part in the 200-year-celebrating it has to fit with their own event as well. Generally they are not so much interested in integration, but they are willing to respect other groups.

\*\*\*\*\*

**Your are in the group: Football-Club**

3 people

The Football-Club has lately lost some of their members to the Guides and Scouts. – So they want to be very active at the 200-year-celebration, so that they can gain new members and show that they are interesting for young people. – There have lately been a discussion, where they could gain new members. Some ideas were with the Muslim-Group, the Roma-Group and the Guides and Scouts.

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**Your are in the group: Council of the Parish**

1 Priest + 2 members of the council of the Parish

The Parish thinks it is important event, but does not want to take a large responsibility in it. They Parish has the group of Guides and Scouts located in their locality. They want to convince the Guides and Scouts to be involved with them.

On the other side they do not want that the Muslim-Group make the celebration to their event.

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**Your are in the group: Local trader**

These are the inhabitants of the shops in the town. They think the 200-year celebration is a great opportunity to earn a lot of money. – They want a lot of people there, with a lot of money. – Their idea would be organise a Miss-200-year election at this event.

## TASKS FOR THE PLAYERS:

1. The animation group explains the Role play and distribute the different Roles.
2. Groups get to know their role and develop a strategy. You can already plan with whom you would like to meet.
3. First Phase – all groups can communicate in written form. They can write each other letters. The letter do not have to be formal. The groups bring the letter to the animation group and the animation group transmits the letter to the corresponding group.
4. Second Phase – groups are allowed to meet each other, but each group can only meet one group at the same time. The meeting cannot only be around than 3-5 min. It is also possible that only one or two members meet another group.

**The groups can continue the written communication!**

Please inform the animation group whom you would like to meet, so that we coordinate the different meetings. All meeting happen in lunch-area and have to be agreed with animation group.

5. Third Phase – The Community Council invite all the groups for a meeting in order to prepare the Event on the Celebration. (11.30 – 12.00 in the plenary)