

# ROAD OF CHANGE

## ASHOKA EDUCATION



### THE PROJECT IN A NUTSHELL



«AN EXPERIENTIAL LEARNING JOURNEY FOR  
YOUNG PEOPLE AND TEACHERS ON THE THEME OF  
ASYLUM AND MIGRATION IN EUROPE»



#### CHALLENGE

The theme of asylum and migration is all too often approached in a one-sided, impersonal way where myths obscure the truth. Young people especially tend to discuss the topic without knowing the exact reality of it. Studies show that when people are able to directly engage with a topic, they are able to build their own understanding. That is why this project seeks to provide experience-based information to young people in order for them to develop a personal and nuanced perspective on asylum and migration.



#### PROJECT

Road of Change is an experiential learning journey in which 14 students from mixed backgrounds visit inspiring people in Europe and later translate their stories to the broader school environment. Throughout their journey, they have the opportunity to meet and listen to the stories of migrants, NGOs, policy makers and citizens. Thanks to this direct contact with reality, they gain insights into their own thinking patterns about asylum and migration while becoming active citizens and acquiring key attitudes such as understanding, responsibility and cooperation.



#### STAKEHOLDERS

**Coaches:** Each pair of student is accompanied by a coach who is a member of their school or youth organisation and will support them along the entire journey.

**Changemakers:** In order for the journey to be insightful, partnerships with UNHCR, citizen platforms and dedicated NGOs.

**Storytellers:** Videomakers, journalists and artists can also help to create contents.



#### WORKLOAD

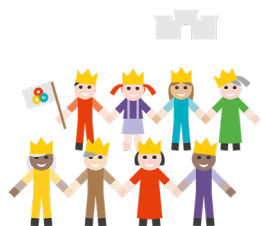
This is a very demanding project requiring hours of preparation to select the partners, the places to visit and the students themselves.



#### RESOURCES

It is also crucial to have sponsors willing to support the initiative as the project requires the renting of a bus and hotel rooms during the journey as well as pedagogical material.

# HOW TO IMPLEMENT THE PROJECT IN YOUR SCHOOL



## 1 - SELECT THE PARTICIPANTS

The composition of the group itself will play a major role in the quality of the insights, discussions and discoveries the students will make.

Select your participants based on a **motivated application** (video + letter with viewpoints) but also on the **diversity of their profiles** (gender, region, education level, migration roots). The multiplicity of perspectives within the group will bring a lot of value to their discussions and reflections along the way!



## 2 - GATHER COACHES

Try to have two students coming from the same region. For each pair, ask the related school or youth organisation to appoint a coach.

The role of the **coaches** is crucial. They are a strong pillar for the organisers as they are dedicated relays to prepare the journey with the students, answer their questions, give them tips in their research and **provide support** when needed. A strong connection with the students is therefore essential.

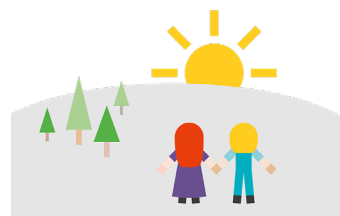


## 3 - PREPARATION WEEK-END

Organise a week-end of introduction in order to set the context, share information and invite participants to define their personal goals for the journey.

Organise team building activities to stimulate connections between participants and coaches, and generate collectively a set of **100 questions to ask** to interviewees during the journey.

After the week-end, ask participants to start **searching for opportunities to tell their stories** after the journey and **fundraising** for their team. It is a good way for them to commit to the project and to each other!



## 4 - FIRST ENCOUNTER

Organise a first encounter with migrants and NGOs over the course of a week-end to prepare the participants and raise their awareness on the topic.

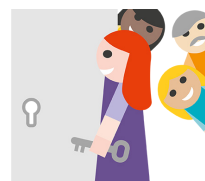
In your city or in a region nearby, get in touch with local NGOs helping migrants on the field to set up **visits and interviews**. Take the time to **debrief** afterwards and help the students deal with their learnings and discoveries. Engage them to choose the **point of view** they want to adopt on the topic (migrant, police, NGO, etc) and **prepare a research** around it before the journey.



## 5 - THE JOURNEY

During 10 days, a bus will drive the participants and their coaches in various place in Eastern Europe for an intense and engaging journey.

The program is composed of several **visits** to official and non-official migrant camps, **meetings** with NGOs, local associations and policy makers, **interviews** with migrants, police and citizens. Every day, the group sleeps in a different place. Journalists, video makers and comedians are also part of the bus crew.



## 6 - DEBRIEF AND PUBLIC EVENT

After the journey, make time for two key moments. A debriefing day to bring closure, and a public event to share the participants's stories with the world.

The debriefing can be scheduled in 2 parts: a **circle time** to share feelings, learnings and feedbacks; a **series of workshops** to help participants take action around their experience (storytelling, advocacy, etc).

The public event shall be organised later by participants for them to share their stories to their school environment and broader.

# PRE-REQUISITES OF THE PROJECT



The **coaches** play an essential role in the project. As teachers from the students' schools or staff members from youth associations, they are **volunteering for the project** on top of their full-time job and their time is limited.

It is therefore crucial to incentivize them right from the start and to offer them **recognition before, during and after the journey**. In order to make their role easier it can also be helpful to prepare material and tips for them to use with their coachees.

## BEST PRACTICES AND LESSONS LEARNT

### MULTIPLE PERSPECTIVES

Having students from a wide variety of cultural and educational backgrounds take part in the journey is really essential. The more diverse the group of participants, the richer the experience. It will allow for a diversity of perspectives during meetings and interviews and avoid linear group thinking. The discoveries they will make on the field will then find an even stronger echo within the group and make the experience more enlightening and gratifying.

The plurality of perspectives should also appear in the meetings and interviews planned along the way. Make sure to approach the topic from different angles by talking to migrants, NGO volunteer and policy makers but also to police agents, refugee camp neighbors or even to smugglers.



## PARTNERSHIPS

The partners around the project should be really involved in the content and foster the journey rather than simply finance it. Also, make sure to connect with various changemakers in the sector to show participants that it is possible to act at different levels and not only through policy making. Many thanks to our partners **Vluchtelingenwerk Vlaanderen**, **Streetwise Mobile School**, **Uit de Marge** and **SMAK**.

## INTROSPECTION

After each major encounter, do not forget to dedicate moments of introspection for participants to connect with their feelings and learnings. Introspective walks, personal diaries, coaching discussions and even stand-up interviews can be great ways to support individual reflection. Group circles to share feedbacks and emotions should also be programmed regularly in order to keep the group fully aware and healthy.

## MORE INFORMATION TO GO FURTHER



### CONTACT

Meet with the project owner  
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### VIDEO

Discover the story, the participants  
and behind the scenes of the project  
in video:  
[ashoka.org/en-be/eduinnovation](https://ashoka.org/en-be/eduinnovation)

