

Giovanni Fontana

Co-Founder



10 years working in refugee camps 10 years trying to think

(and getting it wrong)





Second Tree

HOW ALL STARTED

Early 2016: **Katsikas camp** – a disorganized, improvised refugee camp. Chaos and mistrust.

However, Second Tree's founders gained the respect of the community.

How?

- Experimental participatory methods
- Clear and very strict rules

The opposite of "friendly, not friends"



DEVELOPING OUR METHODOLOGY

Second Tree's work on the ground led to structuring our **trust-gaining** community engagement **methodology**.





The Training

Context Scouts can miss a maximum of 7 classes within each 7 week module. If they miss more than this (8), then they are removed from the module.

At the end of Don't let the module, all the her in Scouts who haven't been removed from the program can attend You have to the end-ofuse your own module party. manager judgement A child tries to join who you know has missed more than 7 classes. Just let What would her in you do?

tells you she What is the is 100% sure reasoning Doesn't she was in behind this? change the last Scout leaves mind for Germany she was tomorrow - this marked is the last absent. chance. Changes Never been to EoM Party. mind Certificate needed. What are the possible consequences? Rules in class vs party? You let 1 person in - where do you draw the line? Are 2 kids also OK? 5? 10? What if at the next party, another kid uses it against you. Play the nationality card - this kid you let in is Afghan and the next one who tries is Syrian. Usually we plan enough food for everyone, if this kids comes in, someone who is definitely deserving

How do you sort it? consequences? How? (At this point she Ultimately will have missed the lying. party - she deserved How do you deal to be there and a with parents, lack of trust in ST other children after this point). in camp finding What is the worst out? case scenario What about ST's reputation? reaction and how

Ignore

She leaves. You

after the party

has died down and

you see that she

was in photos

from the last

class. You made a

mistake in the

register.

WHAT DO YOU DO?

Sort later

What are the

CASE STUDY #7

CODE

Trainer discussion points

Extra layers to Case Study

Possible trainee responses

CONCLUSION

Bold arrow always implies a 'why?'

Dashed arrow implies an unlikely answer

What value does this case study fall under the most? Does it fall under more than one value? Are there any tensions between values in this case

misses out.

We award pre-prepared certificates

at the end of the party, what will

be this kid's reaction when she

doesn't get one?

CONCLUSION

than just ticking names off of a list when you see the repercussions that can result in a lack of care. There are many possible consequences from the lack of care in this case study: you could lose the girl's (and ultimately other people's) trust; your mistake could cause suffering and injustice. This may seem like a difficult thing to do - you may feel guilty about saying no to one kid when all of her friends are at the party but ultimately this is an example of showing care to both the girl and her

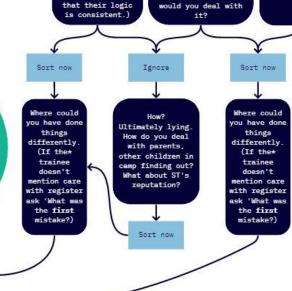
Why is care important?

Admitting and fixing mistakes as soon as possible and understanding the possible consequences is at the core of the value of 'care'. It is one of the only ways to build meaningful relationships.

Upholding our values can be hard and challenging and mistakes happen.



The first mistake was not taking care when taking the register. It is more peers.



The party is really busy

there are many

a few teachers

really needed

There is no

ther register

How many children who say

that they are 100% sure

should be there that

aren't marked on the

register would you let in?

You have to

use your

Don't let

her in

Sort now

What are the

consequences?

How do you

sort/explain it?

(Leave behind 50

kids?)

What if other

teachers disagree?

How much time?

(This is the right

answer, you've

just got make sure

xcited kids an

Check

register

Ask other

teachers

her

Don't trust

→ OK, I'll let

Don't let

her in

her in then

Consistency is

essential in

this context,

and therefore

exceptions

cannot be made

hen you tell

her no, she

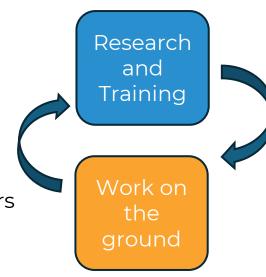
METHODOLOGY RECAP

Our methodology is based on learnings from our community

- Anti-victim approach to participation
- Agency focused
- Fosters trust and unites divided communities

It has been implemented in 5 AMIF projects, and informs:

- Training for institutions, local authorities, front-line practitioners, and newcomers
- Newcomer-led transnational research
- Community engagement and integration programmes





Second Tree

COLLABORATION OFFER

Cluster 2 topics of interest:

- Culture and Peace
- Migration and Climate
- Community Cohesion
- Community Engagement

What else we can offer

- ❖ A community of more than 1000 refugees spread across Europe that we've built trust with
- ❖ A network of organisation and local authorities in 14 EU countries
- Link to trained CSOs at the European Borders (Balkans, Ukraine, Iraq, Armenia, etc)
- Being a pain in the assessment





CONTACT US!

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Read more about our methodology



