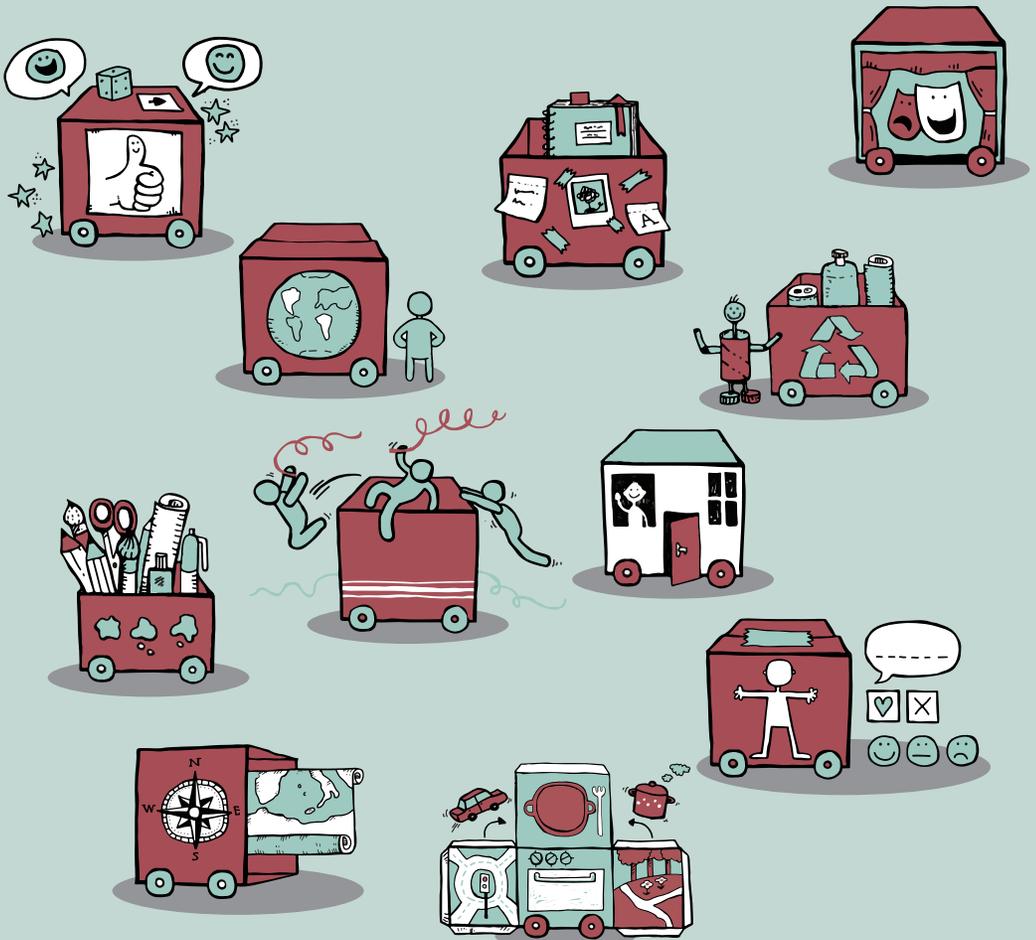


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BOXES OF WONDER

CREATION of the **PROGRAM** with CHILDREN **ON the MOVE**



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FOREWORD

In late summer of the year 2015, Save the Children responded to a massive surge of refugee and migrant arrivals, transiting through the Balkans, including through Serbia, by establishing the refugee response programs in Serbia, Greece, fYRoM and Croatia. Until the Western Balkans route was officially closed in March 2016, over one million refugees and migrants have passed through Serbia. The overwhelming number of people put an enormous pressure on the Serbian authorities and civil society. Even with the reduced numbers after March 2016, over 20,000 children (more than 35% of those arriving) from Afghanistan, Iraq or Syria have transited through the Balkans until early 2018. There was a large number of vulnerable unaccompanied and separated children who represented an average of 25% of children in transit. Closed borders and limited legal options increased risks and vulnerabilities refugees and migrants faced while using dangerous smuggling networks to travel.

Save the Children responded to the needs of the most vulnerable children and their families by providing direct support in food and non-food-items, and organizing child protection activities in safe spaces for children and adolescents, in drop-in centre and reception facilities, by running mobile outreach teams to identify vulnerable cases, refer cases to appropriate services, assist with registration, and monitor protection concerns in addition to working to improve services available to children.

Ensuring adequate child participation and support to children was extremely challenging because of short stays of children transiting

through Serbia, language barriers with few interpreters or cultural mediators available; an inability to have proper time schedules, as sometimes the facilitators could not be sure how long children had for activities; and the fact that children were arriving exhausted and frequently traumatized. Humanitarian actors were often forced to focus on basic needs providing urgent support only, lacking time and appropriate environment to introduce meaningful participatory and psychosocial support (PSS) activities. Recognizing the need for a more flexible approach to be able to comprehensively respond to children's needs even in situations when children are moving across many locations, or the time available for an intervention is unknown, Save the Children invested in PSS program improvement to be able to provide meaningful structured psychosocial activities with children on the move.

We worked with local partner organizations (C31 – Centre for Creating a Culture of Children's Rights and the Centre for Youth Integration) to develop a child-rights based and participatory methodology for running a PSS program with children on the move. C31 was tasked with developing a framework for design, implementation, and documentation of the contextually appropriate PSS program, and for supervising its operationalization in activities run by the Centre for Youth Integration teams.

The development of the methodology and tools for PSS was carried out between 1 July and 31 December 2016 in two locations in Serbia (Presevo – entry point for people on the move at the border with fYRoM and Belgrade – main transit point on the Western Balkans Route) as part of the Save the Children Serbia Refugee and Forced Migration Crisis Response program. The Centre for Youth Integration was running Child Friendly Spaces, and Adolescent Corners in the Drop-In Centre Refugee Aid Miksaliste in Belgrade, a unique urban hub which addresses the protection needs of refugee and migrant children transiting through Belgrade; and in the reception centre in Presevo, the locations where the program was developed and tested.

In 2017, the migration crisis response operations in the Balkans have been transformed into the Balkans Migration and Displacement Hub, a flexible structure established in order to continue providing the needed support for children on the move and to document good practices developed in Balkans countries during the emergency response. One of the projects was the development of this Manual, aiming to describe the methodology of providing support to children on the move using the innovative toolkit Boxes of Wonder.

During the development and testing of the approach we found that many of the activities combined PSS and learning components and slight adjustments to the intervention could overcome the serious gap in access to educational opportunities for children on the move. It also became clear that increased emotional stability gained through psychosocial support interventions supported the learning process and, from February to June 2017 we focused on exploring and further developing ways to use the content of the boxes to create structured educational activities. The Boxes of Wonder methodology was widely recognized as a promising practice for PSS activities and for education, including by a consortium of Save the Children, UNHCR and Pearson in September 2017.

Our goal was not only to document innovative programming for children on the move, but also to offer tested and evidence-based models of support that can be replicated across the Balkans route and elsewhere, by organizations working with children. We hope this flexible and innovative model will contribute to improving the support for children affected by migrations.

From 2018, the Balkans Migration and Displacement Hub, mandated to improve learning and knowledge sharing within Save the Children and with other stakeholders working with children on the move, works as an integral part of the Save the Children Country Office North West Balkans.

*Jelena Besedić, Project Leader,
Save the Children*

INTRODUCTION

This Manual describes a framework and an approach in creation of the Program with children on the move in transit countries. The Program can be developed in different contexts – refugee centres, day centres for children on the move, child-friendly and safe spaces, or in outreach work with children. This Manual can be read as a map that provides directions and guidelines, feasible strategies for working on creation of the Program jointly by children and facilitators, through their encounters in specific contexts and under different circumstances.

The approach presented in this Manual emerged in dialogue between evolving practice in Safe Spaces for children on the move in Serbia¹, and theoretical perspectives based on the concept of child rights and studies of childhood. C31-Centre for Creating a Culture of Children's Rights² was a leading partner in the process of Program development, in which program facilitators, children on the move, a number of their parents and caretakers, and several artists took an active part. Centre for Youth Integration³ and their facilitators in the field were our main partners in the program realization.

1 Save the Children International responded to the migration crisis in 2015 and in cooperation with local partners, established safe spaces for children on the move at the main entry, transit and exit points in Serbia.

2 <http://C31.org.rs>

3 <http://cim.org.rs>

This joint journey led us to explore:

- What is important for children on the move in a transit country?
- How can we create safe and rich spaces for their childhoods in a transit country?
- How can we foster supportive relationships with children?
- What can be offered to children in the Program of Support?
- How can children be engaged in creating empowering experiences?

These questions and the challenges faced while working in the context of the migration crisis in Serbia, led us to develop “Boxes of Wonder” – a particular approach in creation of the Program with children on the move.

This Manual was created with the aim of compiling and sharing our insights from this joint journey in-between the practice and our theoretical thinking about the practice. It is intended for all the practitioners who are working with children on the move in different contexts of transit, as well as for organisations aiming to create programs of support with and for children on the move.

Authors

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GLOSSARY OF TERMS

Children on the Move are children who left their places of residence for variety of reasons, voluntarily or involuntarily. They move within or between countries, with or without parents or other primary caregivers, and that movement might expose them to variety of risks such as inadequate care, exploitation, abuse, neglect and/or violence.

The term “children on the move” is an umbrella term that brings together different categories of children highlighting common need for their protection during the movement. Term includes children who migrate (e.g. to pursue better life opportunities, to escape exploitative or abusive situations at home, to look for protection, education or work), children displaced by conflict or natural disasters, children who live and work on the streets, children victims of human trafficking, etc.

Childhood on the Move is a term that refers to specificities of childhoods of children on the move, challenges and risks that they face for protection, care, learning and development.

Child friendly spaces (CFS) are one of the key interventions developed by Save the Children during and immediately after an emergency to protect children from physical harm and psychosocial distress and to enable them to continue their learning and development. Child friendly spaces provide children with safe environment and opportunities for children to participate in different program activities

– to play, learn, express themselves, socialize etc. At the same time, CFSs provide relevant information and safe space for children’s parents and carers to leave their children while they are engaged in rebuilding their lives in the context of emergency.

Cultural mediators are facilitators of communication and understanding on both linguistic and cultural level between children and their families engaged in emergency program and program facilitators, relevant partner organizations, stakeholders and agencies involved in providing various services and programs of support.

Day centre for children on the move provide a safe space where children can meet their basic needs and get support such as: temporary respite, cloths, hygiene kits, referral to other relevant services, psychosocial support, etc. Services provided within a Day centre may differ depending on the actual needs of children and the local context. Day centres usually provide services in the daytime, but in some cases they might be opened during the night as well.

Migrant is a person who is moving or has moved across an international border or within a state, leaving habitual place of residence, regardless of (1) her/his legal status; (2) whether the movement is voluntary or involuntary; (3) causes for the movement; or (4) the length of the stay in the host country.

Forced migrations are migratory movements in which there is an element of coercion, including threats to life and livelihood, whether arising from natural or man-made causes (e.g. movements of refugees and internally displaced persons, people displaced by natural or environmental disasters, chemical or nuclear disasters, famine, or urban development projects).

Program of psychosocial support is program oriented to the sup-

port of children's psychosocial wellbeing and enhancing resilience of individual children on the move by providing them with holistic experience that includes emotional, social, educational, cultural aspects.

Program of support with children on the move, conceptualized in this Manual, is the program aimed to create child-friendly, rich and stimulated space for children on the move and their childhoods in transit countries. Program is oriented to support children's wellbeing and enhancing capacities of their resilience. It provides context in which children can feel safe, secure and well, have opportunities to fulfil their basic needs, connect and build supportive relationships with adults and children, share their experiences and perspectives, participate in different activities. Development of the program is guided by certain values and principles and method of the "Box of Wonder".

"Box of Wonder" is both a method and set of physical boxes that become meeting places for children and facilitators offering them set of materials and initial ideas for activities within certain thematic framework. Children and adults are invited to jointly explore and discover potential line of program development based on topics and activities that are meaningful for children and bring them opportunity to express themselves, play, learn, enjoy...

Refugees are persons who are outside their country of origin for reasons of feared persecution, conflict, generalized violence, or other circumstances that have seriously disturbed public order and, as a result, require international protection. As defined by the United Nations documents relating to the Status of Refugees, "a refugee is any person who, owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear is unwilling

to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it.”⁴

Safe space in the context of emergency is a place where certain persons or category of people can feel safe, confident that they will not be exposed to any form of distress, discrimination, emotional or physical harm.

Separated children are those children who are separated from their both parents or legal or customary primary carers, but not necessarily from other relatives. These may, therefore, include children accompanied by other adult family members.

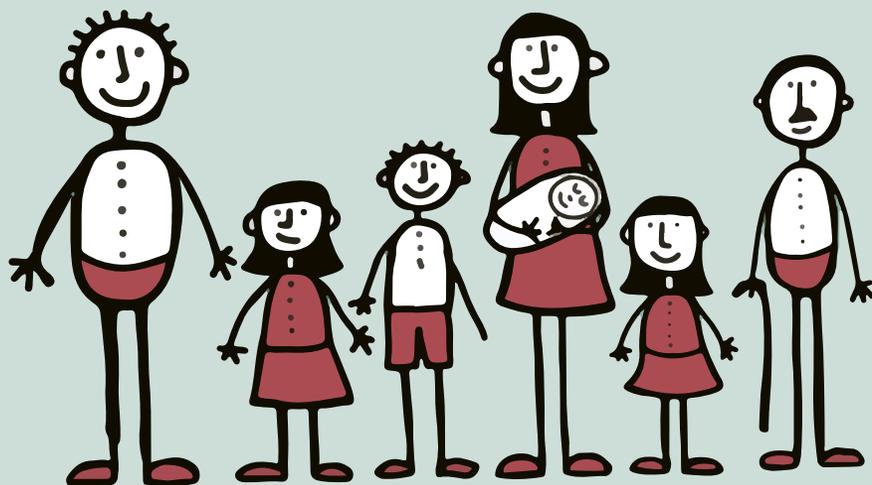
Transit country is the country through which, regular or irregular, migratory flow moves in attempts to enter a country of destination, where migrants aim to stay permanently.

Outreach work with children is an activity of providing services to children who otherwise might not have access to them for various reasons - e.g. they are not engaged in an official child protection centre, drop-in centre, child-friendly space or similar services. A key component of outreach work is that service providers are not stationary, but mobile and they are meeting children in need at the locations where the children are.

Unaccompanied children (also called unaccompanied minors) are children who have been separated from both parents and other relatives and are not being cared for by an adult who, is by the law or custom, responsible for providing them care.

⁴ United Nations Convention relating to the Status of Refugees, Article 1(A)(2), 1951; Protocol relating to the Status of Refugees, 1967; <http://www.unhcr.org/3b66c2aa10.pdf>

FRAMEWORK OF THE PROGRAM WITH CHILDREN ON THE MOVE



An understanding of the **childhood on the move** as an important period of life and growing-up of children who are migrating, together with an understanding of a **child on the move** as an active being with evolving capacities and inherent rights serves as the foundation for creation of the Program of Support. The purpose of the program is **to create a safe and rich space** for childhoods on the move in which children can enjoy their rights. The Program of Support targets relevant institutions and organizations working with children and it is created in practice through direct encounters between children and Program facilitators.

Childhoods on the Move

Childhood is an important period of life. It is a period of intensive learning and development. As numerous studies have shown, childhood experiences are of key importance to children's development. **Rich and stimulating experiences** are necessary for children to develop their capacities.

Childhood is shaped by social and cultural context, as well as by circumstances in which children grow up. There is thus no universal childhood and each childhood is different.

From children's perspective, childhood is a period during which they actively live their lives in different environments or **spaces of**

childhood. For most children, childhood spaces include the family environment, school, various institutions, neighbourhood, local community. Children actively participate in these environments, develop relationships with adults and with their peers, get engaged in various everyday events and practices. Childhood is coloured by the dynamics of these environments and by the possibilities children have to influence these environments and nurture their well-being within them.



Childhood spaces

Childhood of children on the move is coloured by their specific circumstances, which most often include a denial or a lack of stimulating childhood spaces and violations of child rights.

Childhood on the move involves missing out on the primary and customary safe childhood spaces, and engaging in a number of new ones. Children often travel difficult and dangerous routes, stay in collective refugee centres, or temporary shelters, visit day centres or public spaces that may include city squares, parks, abandoned buildings, etc.



Spaces of the childhood on the move

Circumstances of their journey, and challenges, risks and expectations from children during the journey shape their experiences and their childhoods on the move. Children migrate during different periods of their childhoods, some without family members; and quite often they are left without any form of institutional support during the journey and exposed to multiple risks for their lives, wellbeing and development.

Due to their status and numerous risks to which they are exposed, children on the move need additional support.

The period of migration is an important part of the childhood for these children, significantly affecting their lives and development. And yet, programs with children on the move in transit countries are often reduced to fulfilment of children's basic needs, without any planned or systematic provision of rich and stimulating environments for their growing up. Organisations and practitioners working with children often consider this transitional period of their childhood as a period that is 'in-between', a period in which childhood is not in the focus, but is instead somehow "postponed" until the child gets a permanent place of residence, when the attention will again be paid to their childhood.

Taking into account perspective of the child, challenges the child is facing, and the complexity of her migration journey, childhood on the move must not be discounted. It needs to be embraced as a time and space for growing up, learning and development. Therefore, children on the move should have opportunities for enriching experiences and support to be able to enjoy their rights, develop their capacities and wellbeing. This is exactly the purpose of the Program with children on the move.

A Child on the Move

A child on the move as both strong and vulnerable

The process of creation of the Program of Support that is proposed here relies on child's strengths and rich (evolving) capacities. Each child is capable of connecting with others, communicating his/her views, interpreting the world and his/her place in it, of learning, playing, exploring and creating, making choices and decisions.



Child's capacities

In creating this Program, we see children on the move as strong but at the same time often vulnerable in their specific life circumstances. They possess multiple strengths and potentials but are exposed to multiple risks and threats.

The challenges and risks children face during their migration journey put their capacities “to the test”. Optimum challenges, without exposing children to excessive risks, could strengthen their capacities, while those which significantly exceed their capacities and expose children to violation of their rights and negatively affect their wellbeing, are of destructive influence. The effect depends on specific circumstances, on the support networks, child protection mechanisms available and on individual capacities of the child on the move.

Program facilitators observed that the maturity of children on the move often exceeded adults’ expectations. Many older children and unaccompanied teenagers in particular, consider themselves to be “adults” because they have to take care of themselves and make decisions on their own during the migration journey.

On the other hand, the vast majority of children on the move had to face risks, dangers and various forms of violence during their journey. Attempts at irregular border crossings, encounters with security and law enforcement services, exhaustion, inadequate conditions of living and inadequate care have a profound impact on children.

One of the key objectives of the Program of Support is to advance and reinforce children’s strengths and capacities, through risk prevention, protection of children from violence and support to children’s wellbeing and development.

Child on the move as rights holder

The United Nations Convention on the Rights of the Child (1989) is universally accepted foundation for the positioning of the child as a holder of his/her own rights. The Convention provides a comprehensive framework for the implementation and protection of children's rights, based on the principles of the right to survival and development, non-discrimination, best interest of the child, and child participation. The rights of the child are the starting point for ensuring child's wellbeing, protection, active participation, engagement in stimulating experiences and strengthening their capacities.

Irrespective of their legal status in transit countries, children on the move are the bearers of rights to which they are entitled as children. However, they face numerous obstacles to enjoyment of rights and rights violations during their journey.

Children on the move are often discriminated against in transit countries. Discrimination ranges from failure by public authorities to provide access to adequate support services (such as the right to health care and social protection, the right to education, etc.), to numerous prejudices that children on the move often face in the communities and places of their temporary stay. In the procedures and decisions concerning children on the move, the children's best interest is often subordinate to the requirements of the migration policy and children's perspectives are often disregarded. Children on the move are frequently exposed to violence, separated from their families, taken into custody and often prevented from getting included into child protection services.

In 2012, the Committee on the Rights of the Child adopted a special document that provided recommendations for the implementation of child rights within the context of international migrations. These recommendations, *inter alia*, include the requirement for providing a systemic approach in the provision of conditions and mechanisms for the implementation of the rights of children on the move.

Programs of support available to children on the move are of great importance for the implementation of their rights. These programs should focus on ensuring enjoyment of child rights in everyday situations and during the migration process and be used as a platform for advocating for improving position of children on the move and their rights in local, national and international context.

Program Purpose

Program with children should aim to **create a child-friendly, rich and stimulating space for their childhoods on the move.**

The Program of Support should “follow” children on the move and be available to them in places where children are – from transit centres and camps, spaces where various services are provided to children and their families, to public spaces in which children and their families gather.

Such a Program should provide a context in which children can feel safe, secure, pleasant, encouraged and joyfull; where they have opportunities to fulfil their basic needs, connect with adults and other children, and share their experiences and perspectives.

The Program should take into account children's capacities and strengths, enabling children to actualize and acknowledge them, opening a safe zone for children to show their vulnerability, to consider the risks they face, acquire the necessary support and build their capacities of resilience.

The Program should also **aim to ensure children enjoy their rights** through direct children's participation in the Program and their referral to other relevant services and programs.

Rights of children on the move implemented within the Program of Support include, among others, the right to protection, the right to a child's best interest, to information, to development, active participation and expression of children's perspectives, and the right to play, to education and culture.

Finally, the **aim** of the Program of Support should be **to contribute to a change in the position of children on the move**, by reporting locally and internationally about limits in enjoyment of child rights and the violation of their rights that they face and in advocating for children's perspectives to be taken into account.

The Program of Support should ensure a child-friendly space where children feel invited and encouraged to speak about their migration experiences in a safe context, allowing examples of violations of child rights to become visible, and to be followed up. The Program can contribute to the prevention of further violations of the rights of the child, and inform advocacy for strengthening the rights framework for children on the move.

Program creation levels

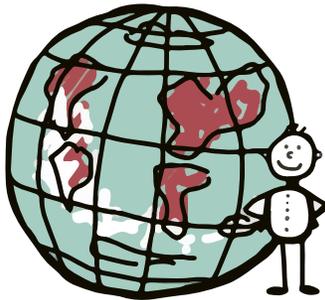
The program of support with children on the move is created on two different levels. The first one is the **level of the relevant organization or institution that leads the program** locally, nationally or internationally. The organisation/institution develops the framework of the program and provides conditions for program development in the local context, which may include a refugee camp, a daily centre or outreach work. The framework defines values, principles and guidelines for program creation. The infrastructure, training for facilitators and ongoing support to the program within a specific local context are the necessary preconditions for development of the program.

The second level is the level of the practice, where the program is **created through direct encounters between children on the move, program facilitators and the context where the program takes place**. From the perspective of its participants – both children and adults, program is about experiences, joint participation in activities and ongoing creation of the program in a specific context. The focus is on interactions between children, facilitators and the environment.

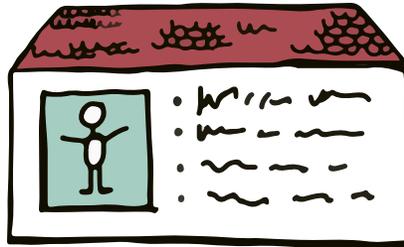
The interconnectedness of these levels is of great importance. The fundamental Program postulates, values and principles serve as signposts in the program creation in practice and it is only in the practice that these postulates, values and principles get their life-fullness. On the other hand, the aspects of life that carry meaning for the participants involved in the development of the Program, should find their place in the Program framework. Creating links between Program framework and its creation is always a two-way process that includes reflection and action, experimentation and analysis.

If the Program framework is not defined on the level of the relevant organisation/institution or if the defined framework is too abstract and insufficiently explored,

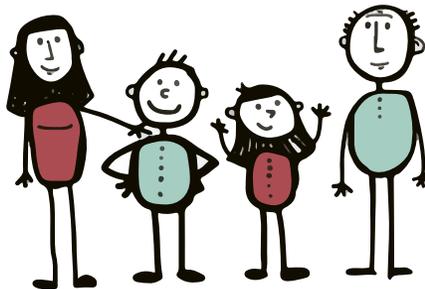
then there is often a lack of common ground or a shared understanding of the Program's purpose and a joint approach in the creation of the Program among facilitators. The Program will then be reduced to development and implementation of a set of activities with children, without a broader picture or their connections with the purpose of the Program.



Position of children on the move



Level of the organization - Framework of the Program



Level of the practice - Creation of the Program

Different levels of the Program development

Program with children on the move in transit countries

- The Program should provide a child-friendly, rich and stimulating space for the childhoods of children on the move in transit countries
- It should provide for the implementation of the rights of children on the move through their participation in the Program
- The Program has the potential to contribute to public awareness of experiences and perspectives of children on the move and it should advocate for the implementation of children's rights
- In the Program, each child should be acknowledged as an active being, with his/her (evolving) capacities, but also as a subject who is often facing multiple risks during the migration process
- The aim of the Program is to create a context in which children can feel safe, secure and well, in which they can create relations with Program facilitators and with their peers, share their experiences and perspectives, play, explore, create...
- Starting from children's capacities and strengths, this Program should create safe zones in which children can actualize and acknowledge their capacities and strengths, but also to be able to show their vulnerability and look upon the risks they face and to acquire support.

THE PROGRAM AND CHILDREN ON THE MOVE



This chapter focuses on the framework for creating the Program with children on the move. It is based on our joint exploration on what is important for children within the program and discusses how to create such a program under complex and yet specific circumstances and what could be the potential lines for creation of the program in different local contexts.

Children's perspectives on what is important in the Program

In the process of development of the framework for the Program of Support that is proposed here, an initial step was engaging in dialogue with children and exploring what was important for the program to focus on from their perspectives.

Consultations with a group of children on the move who were engaged in Save the Children's Safe Spaces in Serbia showed that children considered the following aspects of the Program as most important:

- **Close relationships with Program facilitators** - children particularly valued establishing close relationships with Program facilitators who respected them and cared for their well-being. Children recognised Program facilitators as partners with whom they liked to spend time, share their experiences,

play, and participate in various activities. They also saw facilitators as the source of support ‘when they needed support’, and as persons who contributed to their sense of safety;

- **Relationships with their peers** – through play, socialising, conversations, sharing experiences and providing mutual support. Children recognized the Program as a space where they could meet their peers. They also pointed out that participation of a large number of children of different ages, sexes or cultural backgrounds could lead to conflicts and/or exclusion of some children;
- **Feeling good while participating in the Program and nurturing a positive atmosphere** according to children, positive experiences and the sense of wellbeing created through their participation in the Program were of great importance. Children recognized and discussed the necessity of jointly agreed rules that contributed to positive atmosphere within the Program;
- **Meaningful experiences** – opportunities to express themselves in different ways, to engage in play, to socialise and have fun with their peers, to speak about their experiences, aspirations and issues that mattered to them, to learn by exploring topics that they are interested in and to acquire new knowledge and skills that they find important for further education.

Complexity of the Program context

Context in which the Program of Support with children on the move is created is complex:

- **Complex dynamics of migrations**, challenges and difficulties that transit countries and local communities face in their attempts to respond to migrations all contribute to the complexity of the context. Migration policies at international and

national levels, the role of states and international organisations, existing regulations and response modalities enabled by the existing systems influence the local contexts in which the Program of Support is created;

- The local and global **circumstances** in which the Program is created are inter-related and often changeable. Establishing refugee centres and/or day care spaces for children on the move and provision of various services depend on a complex set of different political, economic, and cultural factors;
- **The life situation of individual children** (and their families and/or communities) on the move are affected by specificities of their background and the migration process itself.

In creating a Program of Support with children on the move, these aspects of contextual complexity should be taken into account and responded to:

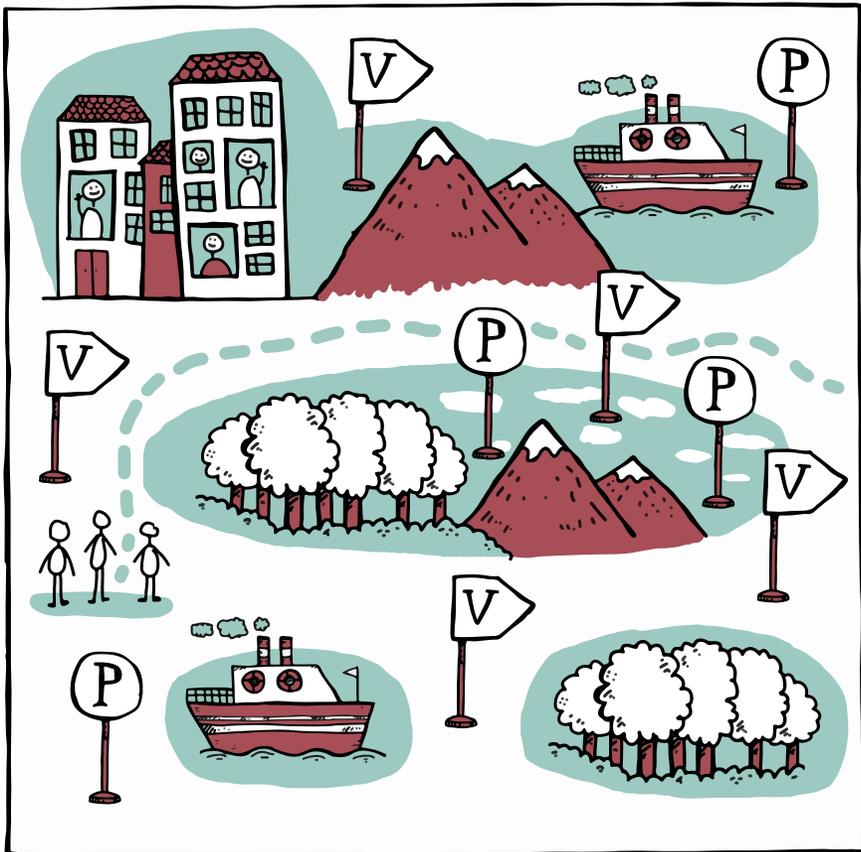
- By creating contextually appropriate programs **in different places where children on the move may find themselves**;
- By **taking into account continuous changes** in the number of children present, the structure of children's groups, the manner of children's participation, and the duration of encounters with children;
- **By respecting different experiences** that children bring into the Program, their individual capacities and strengths, by taking into account their specific position and different aspects of support that they need;
- **By creating an opportunity for children to grow and develop**, by offering them meaningful and empowering experiences within the Program.

The Program of Support thus requires flexibility and openness, attuning to specific circumstances present, taking into account children's specific life situation during the encounters with them, listening to their perspectives, providing a space, time and various

opportunities for their participation and experiences that make them more powerful, able to act effectively in the world and nurture their wellbeing, growth and development.

Map for Program creation

The Program framework that is proposed here can be seen as a **map for creating of the Program with children on the move**. It defines the guiding values and principles for creation of the Program within a specific context and through the encounters between children and Program facilitators.



Map of the Program

Values and Principles

Values and principles stand as our starting points and aspirations. They also navigate us in creating the Program paths. The Program of Support is based on the values of **respect, equality, relationships, understanding and meaningfulness**.

Respect implies acknowledgment to the child on the move as the holder of his/her own rights, with his/her strengths and capacities, experiences and views. It also implies respect for the current situation of the child, the child's family and/or community on the move, as the primary environment for his/her childhood on the move; and finally, the respect for the local community in which the Program is created.

Respect for children implies interest in what children find important; what can the Program offer to them; how can it open a space for their participation, support them in dealing with their current situation, nurture their wellbeing, strengths and capacities...

Respect for the child's family means understanding his/her specific life circumstances, characteristics, respecting its expectations from the Program; providing support for the family to engage in the Program and recognizing its potential and relevance for the child and for his/her family...

Respect for the local community implies understanding of the local context, engaging in dialogue on the importance of respecting child rights; and opening a space for community members to engage with the Program and contribute to its aims.

Equality implies efforts to make the Program available to all the children on the move in the local community, to encourage their meaningful participation irrespective of their age, sex, country of origin, culture, status in the migration process, circumstances of their journey, etc.

The principle of equality requires questioning the availability of the Program to all the children on the move in a specific context, and checking whether there are any obstacles preventing or excluding some children from engaging in the Program or lack of opportunities for their meaningful participation.

Potential questions could include the following: Can teenage girls engage with the Program? How do they feel while participating in the Program? Do they get the chance to express their experiences and perspectives or to deal with issues that concern them? What about the children that do not speak the language spoken by the majority of Program participants?

There is an intrinsic value in building relationships and creating community within the Program – a community of children on the move, of children and adults participating in the Program, but also of the community of migrants and the local community through outlining connections in differences and strengthening solidarity.

Developing relationships can strengthen children's wellbeing through nurturing the sense of belonging, being accepted, creating a group identity, providing mutual support, sharing of experiences, etc. The context of migrations implies separation and often leaving one's

primary community behind; thus, the Program could be an opportunity for building a community with and among children on the move.

Building quality relationships between children and Program facilitators contributes to feelings of safety, belonging and contribution, strengthening their participation in the Program as well as provides a source of joy, comfort and solidarity.

Relationships between the community of migrants and the local community contribute to dialogues between cultures, to overcoming of stereotypes and prejudices, building solidarity and channels for mutual engagement, interactions and support.

Understanding implies providing opportunities and support to children to understand their situation - the circumstances of their migration journey, existing risks, their own capacities and aspirations. On the other hand, the Program facilitators should put efforts into understanding the context and process of the Program creation, their role, potentials but also constraints of the Program.

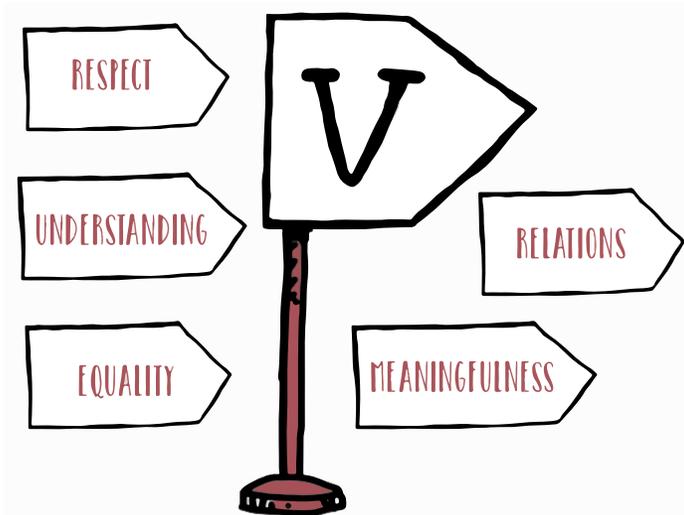
Supporting children to understand their own situation empowers them and strengthens their resilience. It builds their capacities to deal with the risks they face during the migration journey and helps them recover from stress.

Understanding the situation of the children on the move enables facilitators to create a Program of Support meaningful for children.

Ongoing critical reflection on the potential strengths and constraints of the Program, contributes to improving it.

Meaningfulness implies a search for the actual and potential meanings of the Program of Support: for children and for their childhoods on the move, for the organization leading the Program and for Program facilitators, for the local community, the migration policy and for a systemic approach to the issues concerning improvement of the position of children on the move.

Searching for the meanings within the Program contributes to continuous collaborative critical reflection. Listening to children's perspectives enable facilitators to rethink their practice and contribute to the improvement of the Program framework at the organizational level and its development in their local context. Children's perspectives and insights gained from the Program can be also used in rethinking and improving the status of children on the move through strengthening policy and institutions in developing an approach that is in line with children's rights and best interests.



Values of the Program

Principles on which the Program is created are: **participation, child's wellbeing, care and protection and empowerment.**

Participation refers to the active engagement of children within the Program and in the process of Program creation. A Program should offer opportunities for children to actively create experiences with others, express and share their perspectives, explore, create, contribute to the improvement of their position and status. Program facilitators should engage with children, listen to their position and status.

Different ways of children's participation should be supported and respected – including such participation of children choosing to observe rather than engage in the events created within the Program. Facilitators often notice that some children need more time to settle in the new environment and to understand what is going on in the Program before they choose to engage.

Wellbeing of the child is one of the foundations of the Program of Support. The Program should contribute to children's wellbeing by addressing their basic needs, providing the environment in which children can feel safe, secure, well and respected, by supporting children in expressing their feelings, concerns and aspirations, in establishing supportive relations with adults and peers, in building a positive self-image, in communicating their perspectives, nurturing the feeling of belonging, being accepted and accepting others, and contributing to the community.

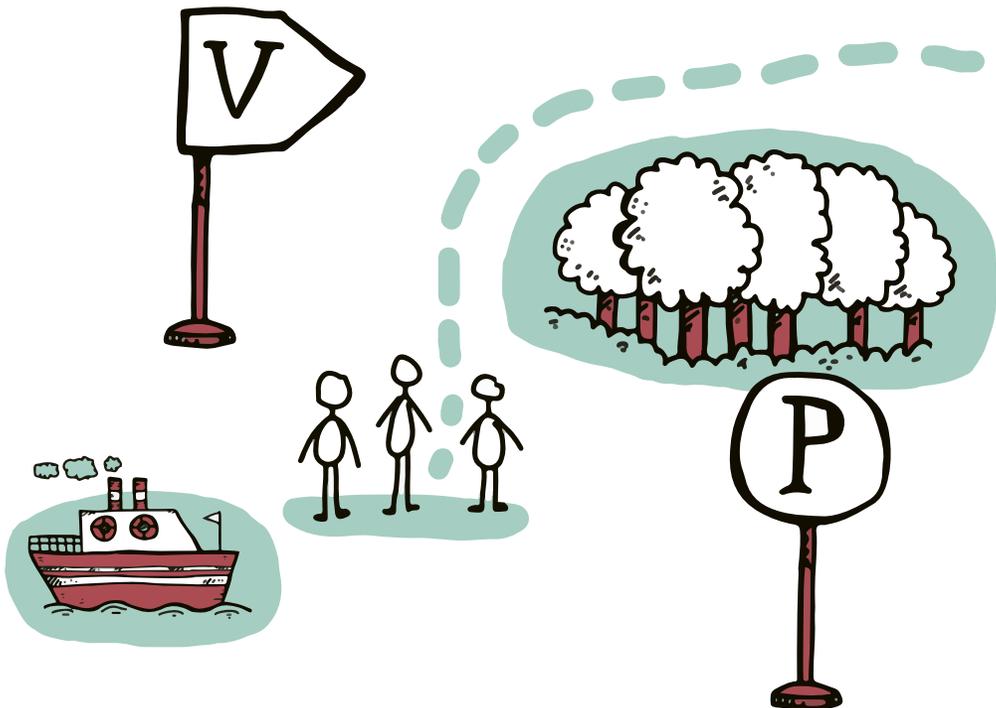
Support to children's wellbeing includes addressing both psychological and social aspects of their wellbeing. The Program of Support has the potential to support the child in developing their inner strengths – the feeling of self-esteem, self-respect, sense of control and self-regulation, independence, capacity for active participation in the events around him/her, nurturing of hopes for the future, as well as capacities to connect and interact with others, to establish relationships, solve problems and resolve conflicts, provide support to others, and similar.

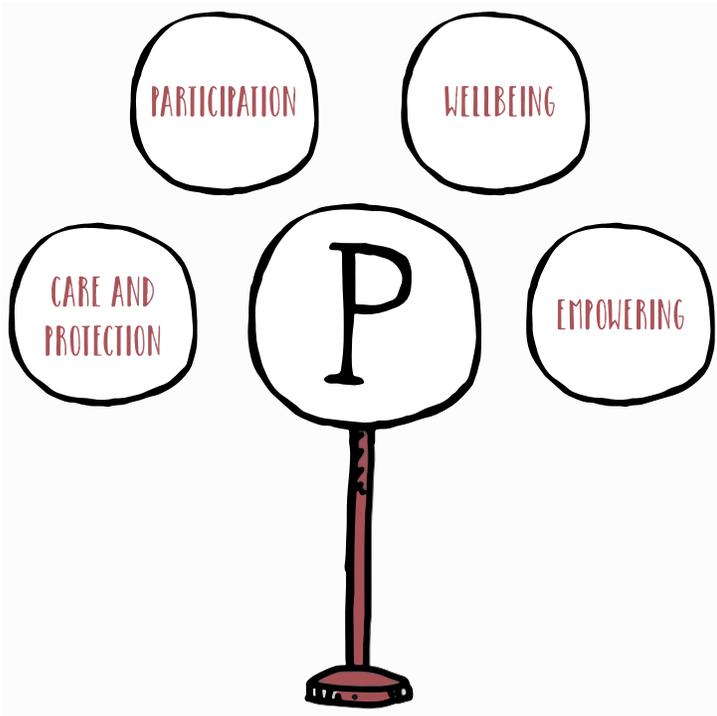
Care for the child and protection of the child needs to be in the focus of the Program of Support bearing in mind the risks that children on the move face – threats to their safety and health, risks of different forms of violence and abuse. Care and protection include a sensibility for situations in which children face risks; by conducting risk assessments with children's active participation; providing children with information about safety and existing protection mechanisms, and taking concrete action when child protection is required, including referrals to specialized child protection services.

Care for the child and child protection means listening to children in order to understand their position and identify the signs of stress, exposure to any form of violence or risks to their health and wellbeing. It also includes taking action – referrals to child protection mechanisms, institutions and organisations which provide specific services and support, and following upon individual cases.

Empowerment implies supporting children to deal with different life situations, become aware of their own strengths, existing networks of support and protection mechanisms; to nurture their own well-being, express their views, take part in making choices and decisions. It also implies sharing power with children in the process of the Program creation; empowering them through relationships based on respect and care, their participation in various situations and activities that bring them feelings of competence and by making their contribution visible.

Children are empowered through relationships in which they are appreciated and valued, their perspectives are taken seriously and they are provided with opportunities to influence the events in which they engage – they can ask questions, make proposals, agree or disagree, express their hopes or aspirations.





Principles of the Program

Organizing the Program

In this chapter, different aspects of organization of the Program are considered. It focuses on the space – its meaning and organisation, the time – its quality and organisation, on Program facilitators and their roles, on Program participants and on the process of Program creation through joint participation of children and adults.

Space and time

The space is very important in the process of creation of a Program with children on the move. The Program takes place in a certain



Photo by: Pedro Armestre / Save the Children

Child Friendly Space in Refugee Aid Miksaliste in Belgrade

space and that space influences the Program, just as the Program influences the space.

To understand the importance of space, one should bear in mind both its physical and symbolic aspects. Space always sends certain messages; it invites certain practices and carries meaning for people in it. This is why it should be in line with the values and principles of the Program.

When we consider the space for creating a Program of Support with children on the move, we should try to decipher the messages that the space is sending about the

activities in it, about who is welcome in it, what is expected in this space, what forms of children's participation are supported in it.

It is also important to listen to children's perspectives on the space – how children see the space, why they enjoy certain areas in the space, why they dislike other areas, how they feel in the space and what changes would they introduce.

The initial step in creating a Program of Support is to **claim a space, to transform a certain space with children for the purpose of the Program**. The space itself can be permanent or makeshift, indoor or outdoor. It should serve as a **meeting place** for children and Program facilitators.

Claiming a “program space” implies that a space will be arranged in such a way to enable the creation of the Program of Support with children on the move. The outreach Program with children would be claiming a part of the public space and temporarily turn it into children's place. Programs created in refugee centres or in child-friendly spaces, occupy a certain space (a room or part of a room). The spaces need to be arranged so that children feel they have their own space which is considered as important and where they experience as a zone of their own world.

The basic precondition is for the space to be **accessible and safe**. An accessible space needs to be physically accessible to children, close to the place where they spend time, open and wel-

coming for all children. In such a space, children can feel safe and they must be protected from risks or potential harm to their wellbeing. They should feel well, calm, relaxed and comfortable in the space.

The space should enable making **connections** between participants, support their **communication** and **cooperation, initiative and active participation**, it should **offer various possibilities** for expression and play, but also offer zones where children can retreat, take some rest, find relief and respite.

This space should be **structured and organized** to a certain degree.

It is important to create different zones in the space to support different types of interactions and activities, such as, for example, a zone for rest and socialising, a play area, a zone for creative activities (drawing, making, writing), a zone for reading. It should be possible to simultaneously conduct parallel and different activities with children within the same space.

In structuring the space, specificities of the group of children participating in the Program should be taken into account. It will sometimes be necessary to separate different spatial zones for boys and girls, depending on their cultural specificities, and the zones for younger and older children, in cases where such zoning can contribute to the quality of children's participation in the Program.

Materials offered to children are of great importance. Materials should support children in expressing themselves and communicating their perspectives; they support their play, exploration, sharing of experiences. Materials need to be structured in such a way that children can easily find them and identify the

zone in the space that they are intended for. Organisation of space and materials should enable children to use the materials independently or with some support from Program facilitators. It is important to establish certain rules for the use and care of space and materials

Space should always remain **open and flexible**, and easy to modify. It should support the on-going projects and activities and open the possibilities of new ones. It is important to **establish certain rules** for the use and care of space and materials.

The aesthetic dimension of the space and the experiences that it offers are inherent to the Program. An important aspect of communication with children on the move is the non-verbal communication; the use of visual symbols and materials that promote dialogue, invite to participation, enable aesthetic experiences.

The space should support **documentation of the process of Program creation**. Documentation displayed in the space enables communication about ongoing projects and activities and invites motivates children to take part.

Documenting the process of Program creation requires certain parts of the space to become “places” for specific projects or activities with children. In one of the child friendly spaces in Belgrade, the entire wall was turned into the “map of the journey” where significant points of children’s migration and journey were marked and their stories were collected.

Children should have a possibility to leave their mark in the space and personalize it in different ways.

Personal marks in the space could include making a joint “story” or “installation” - such as shared maps of the journey, a dictionary with words that children feel are important, a group portrait, a tree with branches made of children’s handprints bearing their names, and the similar.

Time

Time and the organisation of time are important aspects of the Program of Support. Since participation of individual children can be different and often unpredictable, it is important to provide for an overall **daily schedule** (a time plan for the Program) as well as a general time plan that includes predictable sequences of time, such as, for example, a time slot for the lunch break, some time for maintenance and cleaning of space.

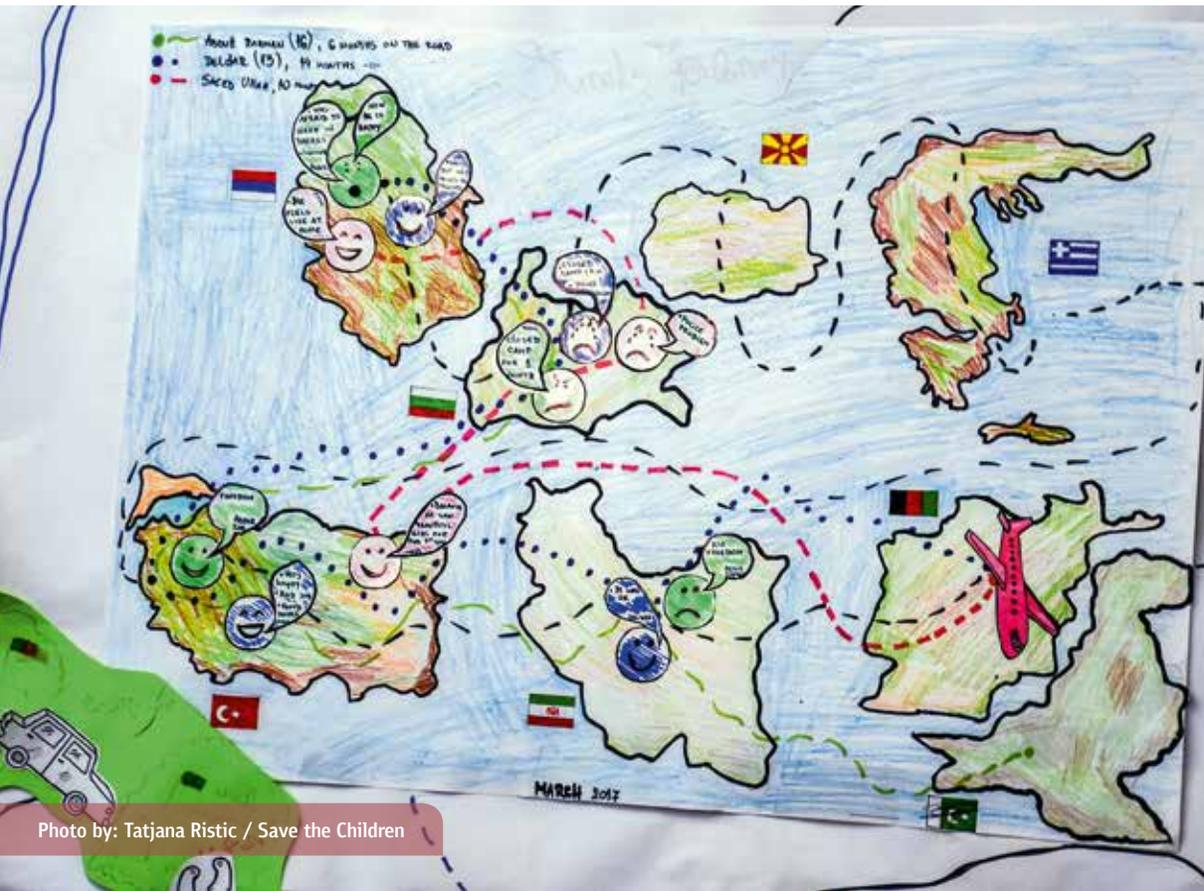
Time should be organized in such a manner as to allow children to spend longer periods of time pursuing an activity they find engaging, to return to the same activity day after day, but also to allow children who have just arrived to join the activities in progress.

Program participants

The participants have an essential role to play in program creation. Within the program, different communities of participants are established and supported.

- A **community of Program participants – children and facilitators** who create the Program, through their mutual recognition and appreciation, communication; relationships building and experience sharing.
- A **community of children on the move** participating in the Program, socialising with each other, and taking part in dif-

ferent Program activities. Building the community of children on the move opens possibilities for sharing experiences and perspectives, providing support, encouragement, strategies for addressing different situations during migration. The Program should promote and support communication and bonding among children who participate in it and, by means of documenting Program activities and children's perspectives, among children who have already participated and/or those who are yet to participate in it.



Joint Map of the Journey created by three boys from Afghanistan in the Youth Corner in Refugee Aid Miksaliste in Belgrade

Creating and sharing maps of the journey and discussing own experiences (their strengths, dangers that they faced, hopes for the rest of the journey and the future) helped creating bonds among children engaged in the teenage corner in Belgrade and created a space for exchange and mutual support among Program participants.

Program facilitators have an important role in building the **peer community**. They should support cooperation and dialogue among children, their sense of belonging and togetherness, but also the development of strategies for conflict resolution. The **rules** agreed with children also contribute to community building, and these rules should be transparent and followed consistently.

Children who took part in consultations pointed out that the positive atmosphere within the Program was particularly important for them, along with the jointly agreed rules that enabled such an atmosphere to be created and maintained.

- Inclusion of the child's **community in migration (family, relatives, group of peers)** in the Program of Support is very important, too. It is the child's primary - and often the only - source of support on the move. At the same time, it may also be a potential source of risk and violence. The Program of Support should be sensitive enough to recognize the capacities and potential of the community, but also the possible risks for children such as risk of violence, neglect. The community may benefit from the participation in the Program,

especially families migrating together. Children's participation in the Program may provide adults with a respite, rest and support, but also an opportunity to meet with children, listen to them and get insights about their experiences and perspectives, their strengths and the support that they may need. Families or children's guardians should be informed about the Program of Support and, whenever possible, invited to take part in the way that is most suitable for them.

- Finally, openness of the **local community** and its involvement carry the potential for establishing new connections among people and building a culture of solidarity and interculturality. Involving local citizens by providing them information about the Program, about the situation and perspectives of children on the move, through the organization of public events in the local community and by opening space for them to contribute to the Program, can also prove useful and beneficial.

Children from the teenage corner in the refugee centre in Preševo in southern Serbia established connections with students from two local schools. They shared stories with a group of their peers about their activities in the camp and outside of the camp, wrote to each other, and exchanged New Year Eve's cards and gifts.

Program Facilitators

Facilitators of the Program of Support have a very important role to play. They work under complex, often unpredictable, circumstances, affected by changes in the migration flow and children they work with. Volatility in the structure and size of the group of children involved, variable time that they spend participating in the

Program, and language barriers in communication, require openness, flexibility and readiness to explore potentials for creating a meaningful program with children. An **ongoing analysis and re-thinking** of the Program, by continuously exploring the relevance of the Program from different perspectives and in relation to set framework of postulates and values, is necessary.

What the facilitators expect from the Program will have an effect on what the Program is able to offer. Facilitators should take time to analyse conditions, identify challenges and opportunities for the “magic” to happen in joint participation with children. This means that facilitators need to accept and embrace certain level of uncertainty, to be ready for experimentation within the program, and to continue posing questions, engaging in exploration and analysis of its potential.

The proposed Program framework **does not include predetermined paths to follow. It doesn't provide ready-made solutions.** Instead, it offers directions for facilitators who create a program with children guided by Program postulates, values and principles.

One of the key roles of Program facilitators is to **(re)arrange the Program space** to make it inviting for children to participate, contribute to activities, and feel that they belong there. Materials that facilitate communication with children, their different ways of expression, exploration, and creativity, need to be provided in the space.

Program facilitators **offer materials and propose ideas, topics, contents and activities** that could be meaningful to children. They listen and respond to the ways in which children engage with these offers, and together with children create paths of the Program.

Facilitators can also contribute to **building social interactions and relationships** as significant aspect of the Program. Children on the move need adults who can recognize their strengths and their potential, but also their vulnerability, and who can pay attention, listen, acknowledge and try to understand their position.

They need adults who are genuinely open and able to recognize and support different ways in which children express themselves, who are responsive and dedicated to building relationships based on trust and reciprocity and who can create contexts that encourage empathy, support differences and togetherness.

Program creation through joint participation

The Program of Support with children on the move presupposes a reciprocal participation of children and adults - continuous dialogue and taking part in joint activities.

A dialogue between children and adults includes:

- Communication that cannot be reduced to words merely, but includes other forms of expression and emotional relationships,
- Mutual exchanges and active listening,
- Continuous interpretation and rethinking of one's views and views of others,
- Awareness of the purpose of the dialogue and a joint search for the meaning.

The dialogue relies on **building of communication** with participants who often speak different languages. This challenge can be met by improving and enriching communication by using visual and symbolic communication means, relying more on non-verbal communication, paying attention and listening carefully to children's many different forms of expression.

The necessary preconditions for establishing communication with a child include openness and sensitivity of the Program facilitators, their ability to create a space for the child to take part in communication. Making the first contact, initiating exchanges with the child; inter-

preting verbal and non-verbal messages, attuning and adjusting the communication to the individual child and regularly checking whether the child understands and is understood, are elements of this quite sophisticated process.

Communication with children on the move often requires the assistance from interpreters and cultural mediators.

A good interpreter and cultural mediator understand that each child is able and competent to establish communication. An interpreter not only translates the words, but tries to discern the child's non-verbal communication and questions his/her understanding of children's perspectives, whenever in doubt. The translation incorporates not only the mere contents of the Program facilitator's message, but also the mode of expression (with emphases, mood, and tone of conversation...). A mediator needs to be acquainted with cultural practices and able to support the dialogue of cultures.

A dialogue in this Program implies also a **dialogue between different cultures**. Such dialogue requires a respect – both for cultures of children on the move and local cultures; openness to learning about shared and different aspects of these cultures; willingness to promote and support mutual understanding. This dialogue is guided by the value framework established within the Program that provides guidelines in potentially conflict situations.

A dialogue between different cultures is an integral part of the Program of Support, conceptually and in creation of the practice. Exploring ideas, beliefs and values that can be a base for joint participation is of crucial importance. This begins with the greeting during the first encounter, continues with efforts to create a common ground for understanding, joint participation in dialogue and activities, searching for shared meanings. Often there are sensitive situations in which conflict of values is evident. The facilitators need skills to recognize the root of the conflict and re-create a situation to show understanding and respect but at the same time underline values that are the basis of the Program.

Joint participation of children and adults. Children and adults take part in the Program through joint activities, exploration, play, creation, meaningful both for children and adults. Program facilitators and children build partnerships by respecting each other as equally valuable participants who discuss and agree upon the process of the Program creation.

Children often express that exchange and partnership with adults in the Program is of great importance for them. They emphasise the feeling of being respected, acknowledged, engaged as partners whose perspectives and experiences matter. Children particularly value when adults show understanding, readiness to listen and when they follow children's ideas.

ENCOUNTER(S) WITH CHILDREN



From the perspective of the children on the move and of Program facilitators, the Program of Support is created through their *encounters*. Every participant brings her/his own unique way of thinking, feeling and acting in those encounters but they are all part of relations in between all participants involved.

Each encounter between children and Program facilitators is **specific and unique**. It takes place in a specific space and time, and is shaped by established communication, relationships between children and facilitators, and through events and activities in which they participate together. This is how they create the program, while bringing into it the uniqueness of individuals and the group.

Encounters with children can have different duration and timeframe. Some children take part in the Program for a brief time only, and sometimes facilitators work with the same children over a longer period of time. Each encounter with a child has its own course that depends on the time spent together, as well as on other participants in that encounter.

An encounter with a child within the Program of Support would usually include:

- Establishing contact, initiating communication, and inviting a child to take part in the Program,
- Together with the child, assessing her/his basic needs and providing support,

- Identifying potential risks for the child's health and safety and referring the child to relevant institutions and organisations, if required for protection and adequate support,
- Offering a safe and enriching environment,
- Asking the child to take part in an ongoing project or activity,
- Closing the encounter.

To **establish contact with a child**, facilitators should approach the child, initiate interaction, wait for the child to accept the interaction, and establish communication.



Photo by: Pedro Armestre / Save the Children

Facilitators play a key role, creating the program together with children and building the sense of community in participants.

To **assess the child's basic needs**, facilitators should observe and listen to children, encourage them to express and communicate what they need and provide support either directly or by referring the child to other organizations and institutions.

To identify **risks** the child is facing, facilitators need to be sensitive enough to recognize indicators of exposure to violence, abuse and neglect or risks/threats to the child's life and safety, health, or wellbeing. Facilitators need to be acquainted with relevant referral pathways and procedures.

Offering a safe and enriching environment to the child and various forms of her/his participation implies structure and organization of the space available - so that it offers diverse opportunities for play, exploration, creation and expression, being with friends or being alone free from outside interference. The space needs to be able to invite children to engage in dialogue with others and share experiences where certain relevant topics can be explored and different materials and tools can be used to initiate small projects and activities.

It is always important to **conclude the encounter** and give children an opportunity to provide feedback by communicating their impressions, sharing their feelings and thoughts. Children can leave behind a product of their activity, their own mark and contribution to the Program, but also have some memento of the encounter to take with them. It is important to enable children, whenever is possible, to have an opportunity to say goodbye to other children and facilitators.

Program Offerings

“Boxes of Wonder”

The way the Program is structured influences the selection of materials, contents, ideas and activities that are offered to children and the manner in which children are invited to participate. Postulates, values and principles of the Program are inbuilt into the Program “offerings”. These offers shouldn’t be seen as finished or complete. They serve as open-ended resources aimed at supporting children’s participation in creation of experiences that are relevant and important for them.

We developed **“Boxes of Wonder”** as a proposed method of structuring the Program “offerings”.

The concept of the Boxes of Wonder emerged from exploration of different possibilities for structuring the Program of Support in relation to the following questions:

- How can we provide an open framework for creation of the Program of Support with children on the move under complex local conditions, so that the Program offers **rich and empowering experiences to children** and remains sufficiently **flexible and adaptable** to the often changing circumstances?
- How can a **space in the Program**, both in its material and symbolic aspects, be claimed by children and facilitators and arranged to **promote and support joint creation of the Program**?
- How can we **offer materials and ideas to children** that will invite them to engage in issues meaningful for them and to take part in activities that enable them to express themselves, explore, play, share experiences and strengthen their wellbeing?

Boxes of Wonder are both a concept and a set of physical “boxes” that become a *meeting space for children and facilitators* within the Program. Owing to its design and materials and contents offered, the Boxes invite to and encourage joint exploration, dialogue and participation in different activities and projects..

Each Box of Wonder offers:

- A set of materials (various ready-made, semi-structured and unstructured materials) that invite exploration and dialogue within a certain thematic framework;
- Suggestions and ideas on possible ways to use the Box;
- Box diary – a book to document the use of the Box in Program creation;
- Physical box that contains the above mentioned components.

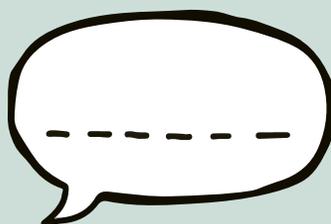
Characteristics of the Boxes of Wonder

- **Boxes of Wonder are not pre-determined.** The development of the thematic framework for each Box and the number of Boxes developed will depend on the context and conditions under which the Program is created, on facilitators’ and children’s active participation.
- **The content of each Box is only an initial proposal.** Thematic frameworks of the Boxes are rather broad so that with support of facilitators children can raise issues and create activities that are of importance for them, that inspire them, allow them to engage with others, and act in a more powerful and joyful way. Materials in the Box are initial tools that can be supplemented and modified to match the development of each Box.

- **The size and design of the Box is adjusted to actual circumstances**, therefore the form and appearance of the Boxes is flexible. In some cases, the most suitable response to the context will be a simple and easily available plastic box on the wheels. The Box can become a suitcase on the wheels (in cases where the activities are conducted outdoors), or a specifically designed Box that has the potential for transformation during the course of activities to become, for example, a table, a cabinet, a miniature theatre stage, etc.

If created, used and combined in a well thought-out and creative manner, Boxes of Wonder can make a set of Program offerings that will allow children to explore and create, socialize, communicate ideas and perspectives, enjoy their rights, get protection and improve their position.

THIS IS ME Box



The **THIS IS ME Box** offers materials and ideas to create opportunities for children and facilitators to establish initial contact, introduce themselves and start building relationships based on mutual trust. Children are encouraged to share some information about themselves and their experiences, to talk about things that matter to them – the things that they like or dislike, the things they find important, their views on their current situation, their future plans and aspirations. They also get possibilities to connect with their peers and to create a sense of belonging and their own place in the Program.

Activities proposed within the This is Me Box are well suited for children who have just joined the Program to welcome them, acknowledge them and invite them to take part in the “community of children on the move” that is being created through the Program.



I am here, too!

The focus: expressing individuality, inviting children to join in and take place in the Program, creating a sense of belonging to the community of children on the move

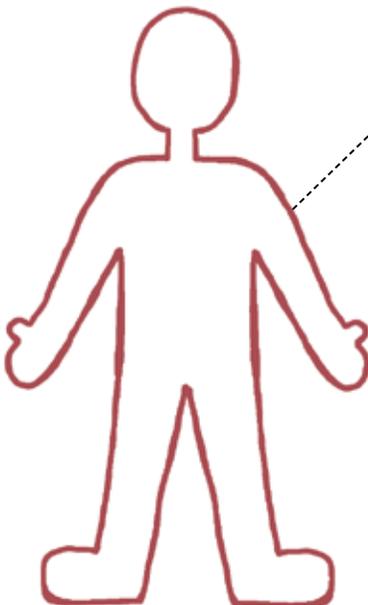
Proposed activity framework

Facilitators may introduce the activity by saying that each child that involves in the Program can symbolically “connect” with other children who already took part in it.

Each child is given a template which outlines a contour of a child that s/he can personalize by drawing details such as eyes, hair, clothes, scarf, etc., to make an auto-portrait. Facilitators may invite children to add their name, age, home country or any other piece of information that they consider important to share beside the image that they created. After finishing his/her portrait, each child brings it to the place where other portraits are.

Activity elements

★ A template with a contour of a child



Templates can be drawn or printed.
Sometimes children themselves can draw the templates.
They should be prepared in advance.

★ Place for portraits

Children's portraits should be given an important place in the space where the Program is created. Children can take part in activities aimed at arranging that place – for example the place could be a "wall of portraits" or a "big book of portraits". Exhibited portraits contribute to children's sense of belonging, invite new children to join in and support building of the community in the Program.



Photo by: Tatjana Ristic / Save the Children

"I was here" activity panel in Refugee Aid Miksaliste in Belgrade. Personalized templates of visiting children are exhibited on a "wall of portraits", creating child-friendly environment and encouraging other children to participate in the activity

Practical guidelines and potential further development

- ☺ This activity can become a part of the ongoing activities, as children who are joining the program can be invited to make their own portraits.
- ☺ Support from cultural mediators is not necessary for this activity, although it can deepen communication between children and facilitators.
- ☺ Children who have already participated in this activity could support facilitators in offering the activity to other children, i.e. by inviting and including children who have just arrived, by showing them their own portraits.
- ☺ Next to the drawing, children can add their names, age, home country, desired country of destination, etc. The activity can support data collection about children participating in the Program⁵ in the meaningful way for children.

⁵ Information about children participating in the program is often required by the institution/ organization which is responsible for program.



My Journey

The focus: support to children to look upon their migration experience from an individual perspective and within a broader context; sharing experiences, building a community of children on the move

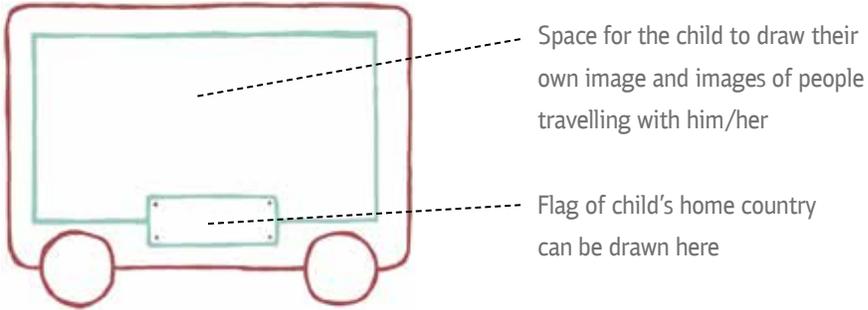
Proposed activity framework

Facilitators may introduce the activity to children by showing them several railway cars (wagons), previously made by their peers. These wagons symbolically represent each child's journey. Facilitators may invite children to look at a wagon together to find out who was travelling in that wagon, where their journey started and how it continued.

They may start conversation with children about their own journey - whether it is similar or different to the journey of their peers and may invite them to "get on the board" of the created train by adding their own wagon and by connecting it to the wagons made by other children, which will then become a part of the "joint journey".

Activity elements

★ Templates of railway cars



★ Country flags

Pictures or stickers with flags of children's home countries, countries through which they travelled and those that they wish to reach can be offered to children so that they can draw on them or glue them on their wagons.

★ Area designated for this activity

A place for the train made of children's wagons can be provided in the space in which the Program is developed. Such place can be made on a wall, or alternatively the train can be hung on a rope, etc.

Practical guidelines and potential further direction

- 😊 This activity can be easily created without support from cultural mediators, especially if it has been carried out and is documented in the space, to invite other children to join in.
- 😊 Our experience shows that children gladly support their peers to take part in this activity.

- ☺ The symbol of children's journey used in this activity can be adjusted to best suit children's experiences - instead of wagons, a ship, an airplane, a train or a car can be used.
- ☺ This activity opens up opportunities for children to get a broader picture of migrations, to see experiences of other children and to share their own experiences.
- ☺ At the same time, this activity supports the facilitators in gaining insights of the current situation of the child; it can provide important information on the child and on his/her travel, which can then be used in further development of the Program.



This is me and this is who we are

The focus: expressing individuality, creating sense of belonging to the community of children on the move

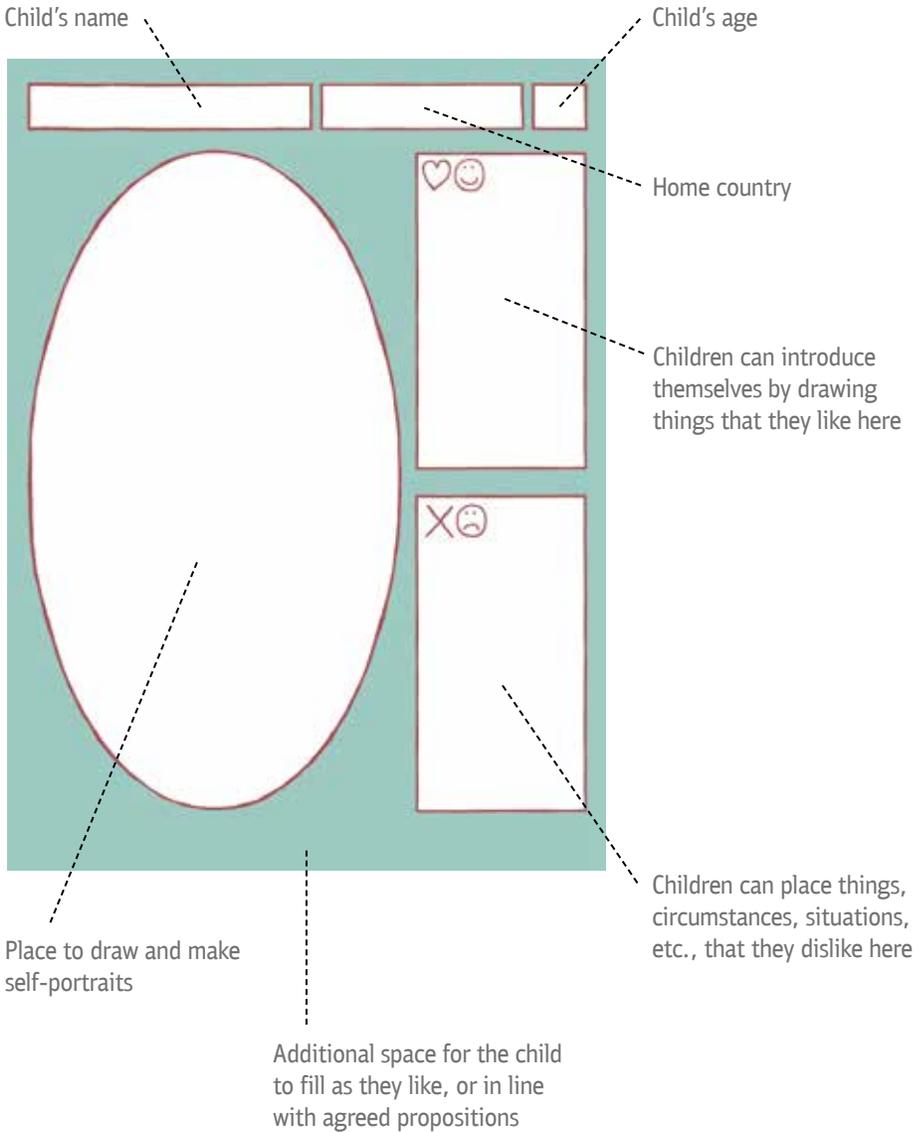
Proposed activity framework

Facilitators may propose to children to make their own ID cards. They may invite them to make their portraits by using different materials and creative techniques. Also may they ask them to think about things that they like or dislike, while encouraging them, by some concrete examples, to think in different directions – e.g. “I like trees, candies, freedom, spending time with friends, etc.” and “I dislike dark, war, woods...”.

When they complete their portraits and information about themselves, children can add their ID cards to a shared lexicon.

Activity elements

★ Template for children's ID cards



★ "This is Us" Lexicon

"This is Us" Lexicon is made of ID cards made by children who took part in the program. The Lexicon proved to be a good way of documenting this activity, both in indoor facilities and within outreach work. It provides space for each child to leave some kind of mark and at the same time space for a group of children to become visible. Facilitators can prepare lexicon covers in advance, with children where this is possible.

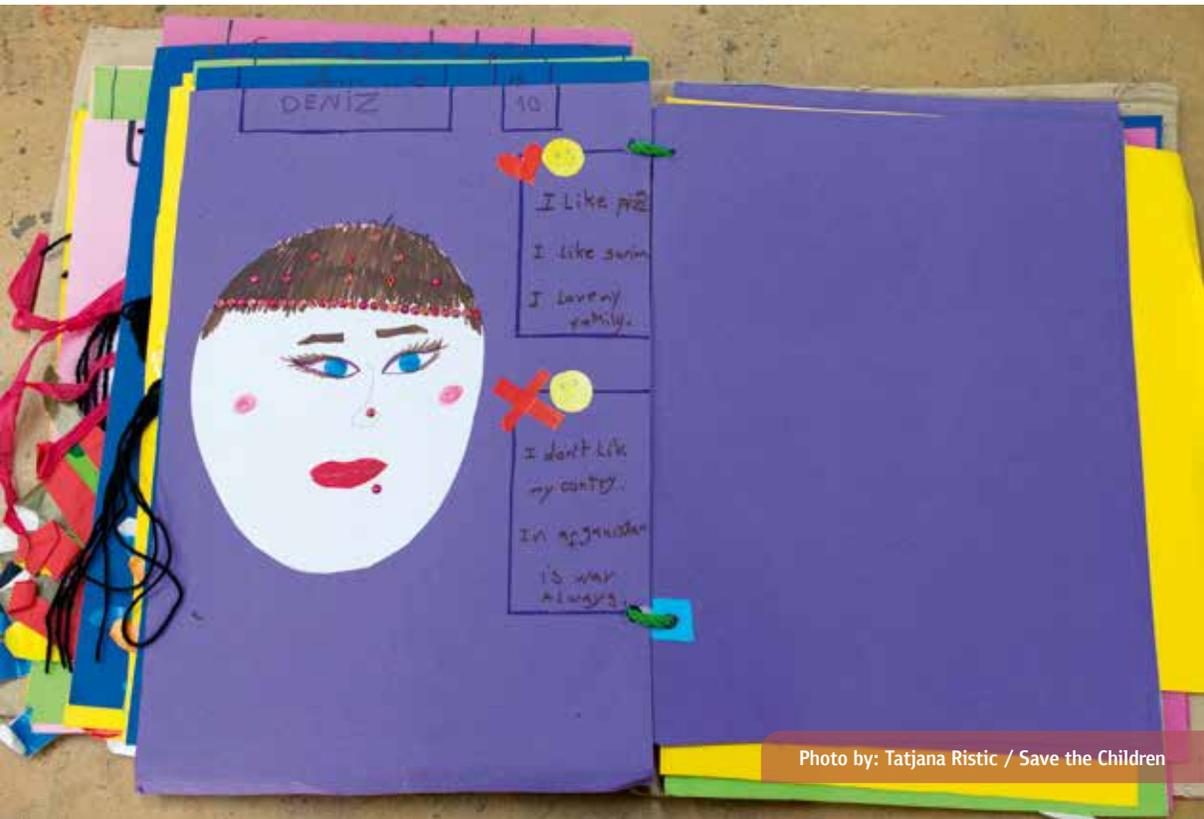


Photo by: Tatjana Ristic / Save the Children

"This is Us" book created during the activities in the Child Friendly Space in Refugee Aid Miksaliste in Belgrade

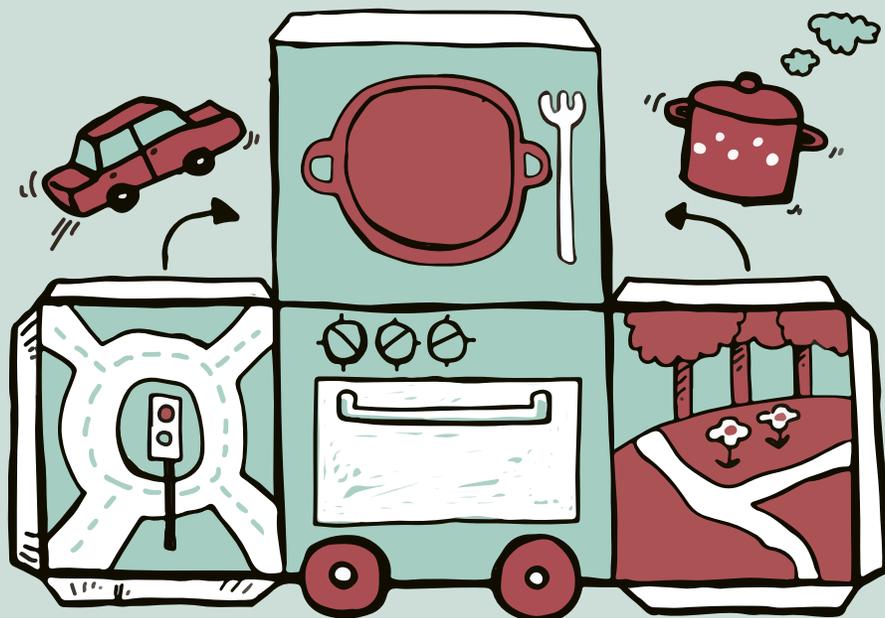
Practical guidelines and potential further development

- 😊 Where possible, this activity should be supported by an interpreter and a cultural mediator, especially when younger children are taking part. Therefore, facilitators can engage with children in a deeper conversation about issues that are important to them that they like or dislike and that they would like to share..

- 😊 Adhesive stickers with different symbols, photographs or words cut out of newspapers can be a stimulating aid for children if prepared and offered to children to use them in presenting what they like or dislike. Children often find these materials interesting and inviting.

- 😊 Children can be offered and encouraged to use collage techniques and different materials in making their portraits, such as, among others, different types of paper, wool, pieces of fabric, etc..

The PLAYFUL Box



The PLAYFUL Box was created to support children in joint play. It offers materials that invite children to gather and immerse themselves into “imaginative worlds”. The Playful Box includes:

- Playful mats designed by local artists which are inviting children to play - “In the sky”, “On the road”, “In the nature and different landscapes”, “At the river bank”, “Around a pot”;
- Playful paper “cloths” that can be used to dress chairs and tables and transform them into imaginary places for play such as: a workshop, laboratory, kitchen, gas station etc.
- Semi-structured and unstructured materials, thematic sets of toys that support play and enable its development into various directions

This box is specially designed for younger children; it is, however, often the case that the older children easily get engaged in the game developed with the support of materials provided in this Box, who then contribute with their own ideas to the game.



Playful Chairs

The focus: play, cooperation, enjoyment, support to play

Proposed activity framework

Facilitators may invite the children to “dress” chairs and turn them into the set for playing this game, which may be a workshop, kitchen, lab or any other space. Alternatively, chairs may already be prepared and “dressed” in advance. Facilitators may use prepared, cut and designed (disposable) plastic sheets or papers that can eas-

ily be attached to chairs. Chair covers can be blank or with some visual elements added to them, to represent a stove, garage, shelf etc. Facilitators invite children to draw or build more elements if they need them and to "try out" their kitchen, workshop, lab. They may also offer other materials, thematic set of toys, etc., to children. Depending on the course/development of the play, they may try to support and expand it - for example if children cook in the kitchen, they may offer spices made of finely cut paper, spaghetti made of cords, they may make sounds that are often heard while preparing food in the kitchen, they may ask children to invite the parents to "lunch", etc.

Activity elements

★ Chairs and chair covers

The chair covers can be cut out of plastic sheets or similar materials for the ease of cleaning if intended to be used over a longer period of time. Alternatively, chairs can be quite simply "dressed" by using paper tailored and cut to the dimensions of the chair and adhesive tape to fasten the paper. Children can be invited to draw various elements on these covers.

★ Offering select materials

Offering thoughtfully selected materials and toys provides different options for play around a playful chair. Different materials and props can be "borrowed" from or made within the Craft Box.

Practical guidelines and potential further development

-  Supported by materials offered in the Playful Box, children can develop their own game, often without the support from the cultural mediators.

- 😊 If available chairs are not suitable to be dressed, folding chairs can be used instead, as they are easily covered and transformed and they will not clutter the space when this activity is not going on.

- 😊 Children can be supported to take the play outside of the initial framework - for example, a complete “restaurant” can be made around a single stove: “cooks” can make food, “waiters” can make the menus and serve the “guests”, “guests” can have money and pay the bill, celebrations can be organized on specific occasions, etc.

- 😊 The Playful Box can be well combined with the Drama Box and the Craft Box.

- 😊 The Box and the play that it supports can engage a larger group of children and also remain open for the children to join the on-going play at different stages.

5

Playful Mats

The focus: play, cooperation, enjoyment, support to play



Photo by: Save the Children

Playing on a “Kitchen Mat” in the Child Friendly Space in Refugee Aid Miksaliste in Belgrade.

Proposed activity framework

Children and facilitators may choose one of the playful mats and gather around it to begin playing. If, for example, a mat with a drawn river is chosen, children can start playing by crossing the river in many different ways; they may draw fish, put them into the river and start fishing; arrange and play with small stones on the river banks, construct a bridge, or organize a picnic on the river bank. Following the course of their play, facilitators can offer additional materials and toys to children to support their play.

Activity elements

★ Large playful mats

Just like the chair covers, the mats can be printed on paper or plastic sheets that could be used many times. The mats should be designed to offer inviting play environment and at the same time to leave sufficient space for children to make their interventions and transform it - by drawing, colouring, constructing on it, adding different materials and toys, etc. The aesthetic dimension of these playful mats is very important. They should be nice, somewhat cryptic and enigmatic, and also alluring and fascinating to children. During our practical work, these mats were developed in cooperation with local artists.

★ Transparent sheet can cover the plastic mat, thus enabling its transformation

Each time when a new group of children want to use a playful mat, facilitators may cover the mat with a transparent plastic sheet for children to draw, colour, or build some new elements on it, to create a space for their play. When children finish their play, the plastic sheet can be replaced with a new one and the mat is ready for a new group of children to play.

★ **A set of thematically selected toys**

The set of toys in this Box includes both the toys that can be used to expand the play around the mats, such as, for example, “animals” that children can bring to the river to drink water, cross the river.

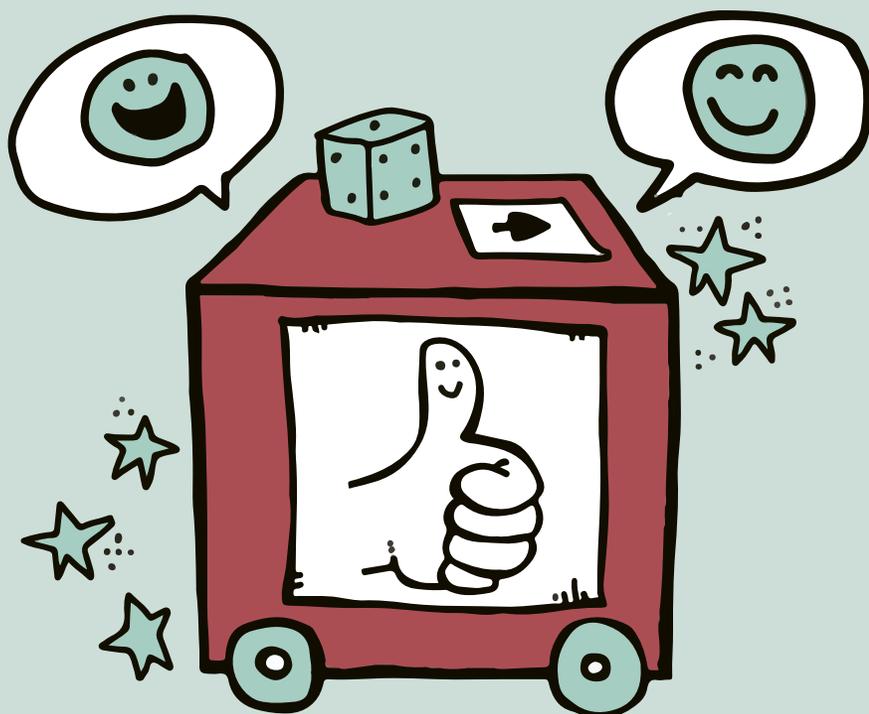
★ **Smaller playful mats for individual play or play in a smaller group**

Playful mats can be made in smaller sizes to support individual play or play in a small group. This allows setting up of different play zones in a larger room or offering children play mats if only a small space is available for their play, which is often the case.

Practical guidelines and potential further development

- ☺ In play supported by offered materials, children can cooperate without the support from cultural mediators.
- ☺ Preferably, facilitators should prepare transparent plastic sheets as covers for the playful mats and other materials and toys that can be offered to children following the line of their play.
- ☺ Play can be supported with ideas and materials from other Boxes – for example, children can perform tasting “hot food from the pot”; the pot could be a magic pot used to prepare a magic potion, or a witch’s cauldron...

The CATCH A GOOD FEELING Box



The CATCH A GOOD FEELING Box invites enjoyment and relaxation in a positive and playful atmosphere which contributes to children's sense of wellbeing. The Box includes:

- Materials and ideas for various means of expression, including arts and crafts, movement, music, play that allow children to alleviate stress, connect to their inner strengths, build positive and supportive relationship with their peers, enjoy the moment, their skills, time spent with other children and adults;
- Various games and board games: ready-made games – those popular among children and played in their countries and internationally and games created by children and facilitators that offer challenges and excitement.

Some of ideas that have been tried out within the Catch a Good Feeling Box, that will not be described in more details include: weaving bracelets, listening to music together, singing and dancing, telling stories about some interesting and funny situations and anecdotes from children's journeys, designing some "anti-stress" games, such as, for example, building the highest tower made of plastic cups, making of and playing with flipper slot machines, etc.



Anti-stress Basketball

The focus: togetherness, fun, stress relief, support in dealing with unpleasant feelings

Proposed activity framework

Facilitators may invite children to think about the things, situations or events related to some unpleasant feelings, tensions, change of their mood. If they wish, they can share their thoughts with others.

Then, each child is asked to present/describe these situations and feelings by writing down some key words, making up a short story or drawing them on a piece of paper.

Children and facilitator then make a basket and choose a place for it in the space. Balls for “anti-stress basketball” are made by symbolically crumpling the papers with the causes of children’s stress written/drawn on them.

Activity elements

★ “Stress” papers

Children can put on paper things that are bothering them, that are upsetting them, things that they would rather not think about any more. In the form of a releasing ritual, children can symbolically crumple the papers and make balls from them, and throw them in the basket.

★ Basket and balls – materials required

The basket and other props for this game can be made and decorated. Basket can be easily made of a cardboard box or a paper bin. A special corner can be set aside for anti-stress basketball.

Practical guidelines and potential further development

- ☺ As the proposed activity depends on communication with children about potentially sensitive issues, support by a cultural mediator should preferably be ensured.
- ☺ In practice, children gladly participated in this activity, which they found to be both funny and relaxing.



"A Journey"- Board Game

The focus: fostering humour as a coping mechanism for challenging and difficult experiences, joint play, fun, becoming aware of own strengths, building strategies to recognise and face potential risks on the move

Proposed activity framework

"A Journey" is a board game inspired by experiences of children on the move. Ideas for the game emerged in situations when the children, in order to make fun and laugh, compared certain elements of board games to real life situations during their journey. While doing that, they often reflected upon their experiences with great sense of humour. Inspired by these experiences, facilitators and children came to the idea to create a new board game.

Facilitators may introduce the game to the new children by emphasizing that it can be adjusted to their own experiences - for example, their home country can be chosen as the start position; they can make game players that will represent themselves on the road, they can add cards with situation that they faced. The game takes its players to the "journey" through different countries, situations and places that are familiar to children on the move, such as borders, camp, day centre, informal meeting place, etc. By throwing dice and drawing cards with certain tasks written on them, players move through the board. The objective of the game is to come to the point that is representing the destination country.

Very often during the game, children spontaneously initiated conversations about whether they experienced situations described in the game cards, on the what they did then, on the events and actions that ensued, on whether they would do something differently, etc.

Activity elements

★ Interactive board for the game

The board for this game contains outlines of the countries on children's route, with a represented landscape, place names and different locations marked in each of these countries. The locations could include camps and different places that children themselves suggest (park, police station, and similar).

★ Personalized elements used to play this game

To play this game, children can use ordinary game players from other board games. Our experiences have showed that children like to play with figures that are personalized and represent themselves on the journey. Such figures can be easily made from cardboard, corks, etc.

★ Cards with migration situations

A set of cards is a particularly important element of this game. The cards offer tasks and situations that are quite usual for children on the move with the potential to initiate conversation between children and facilitators. For example, the cards may bear the following inscriptions: "You met a man who offered you organized transportation to cross the border. If you wish to consider his offer, you should wait one round." Or "Doctor says that you are sick and shouldn't continue your journey until you recover. If you decide to listen to the doctor's advice, wait one round and throw the dice three time in the second round." With the support from their peers and facilitators, those cards can encourage children to consider these situations from different perspectives, to gather relevant information, ask questions, re-think their experiences and attitudes.



Photo by: Tatjana Ristic / Save the Children

Children travelling alone playing “Tour de Serbia” game inspired by refugees’ journey through Serbia in the Youth Corner in Refugee Aid Mikaliste. Players try to travel around the board to exit Serbia by “crossing” the border, moving through forests, mountains, refugee centres, police stations...

Practical guidelines and potential further development

- 😊 This game is an opportunity for children to share their migration experiences in a different context and to re-consider them in a positive, supporting and often joyful atmosphere.
- 😊 As this game is about migrations, children very quickly feel invited and competent to modify the game according to their own insights and knowledge about real situations and they often propose changes and ways to upgrade the game. Facilitators should support them in doing that.
- 😊 Game cards should preferably be translated into languages spoken by the children.
- 😊 It is important to listen to children and to open a space for them to lead the process of creation of atmosphere of fun and enjoyment. Facilitators should keep in mind that this is a game and be careful not to spoil the playful element by attempting to discuss with children individual situations in which they may find themselves and/or by educating them on how they should behave and/or act during the game.
- 😊 At the same time, the game and situations described in the game cards can support the facilitators in opening a dialogue with children on issues of importance for their protection and wellbeing. They should use this opportunity and support children in listening to each other and in sharing their experiences, considering different perspectives, their strengths and also potential risks and strategies for addressing these risks. This dialogue can be initiated during the game and continued afterwards, when possible.

CRAFT Box



The CRAFT Box enables children to use different materials and techniques to develop their ideas, to create, cooperate, explore the world and their place in it, communicate their perspectives.

This box is a treasury of various materials and tools – from papers of different sizes, textures and colours, cardboards, foils, marker/felt-tip pens and crayons, colours and brushes, glue, screwdrivers, to various (recycling, decorating, etc.) materials for creative activities and decorations (corks, screws, left-over cloths, cords, straws, etc.).

The Craft Box can support developing of ideas and activities that are offered within other boxes.

8

The Growing Tree

The focus: creative expression, cooperation, building sense of belonging to the community of children, children's capacities and aspirations for the future



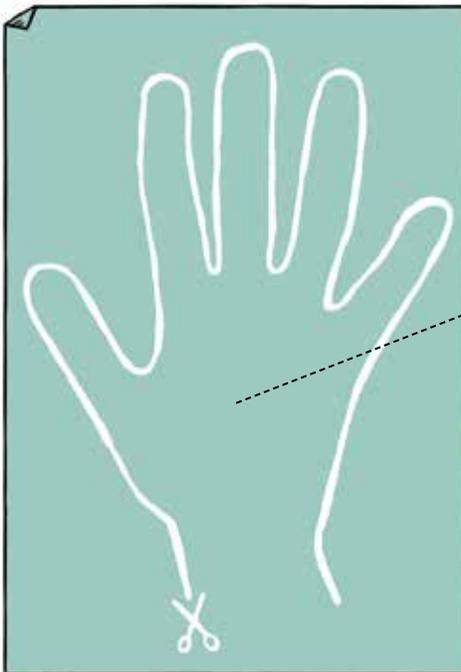
Proposed activity framework

Facilitators may initiate dialogue with children about growing up in migration, as many children spend quite a long time on the move. They introduce the Growing Tree that symbolises the process of growing up, children's evolving capacities and aspirations that also "grow", evolve and develop during their journey.

Each child can be given a piece of paper to draw the contours of their hands. Inside the contour, children can draw or write down skills or abilities that they gained during the journey (e.g. courage, social skills, knowledge of another language, etc.) and about their aspirations and wishes – what they wish to become, the things they would like to do, personal qualities they wish to have, etc. Children can then cut out the drawn hands and hang them on a branch of the Growing Tree.

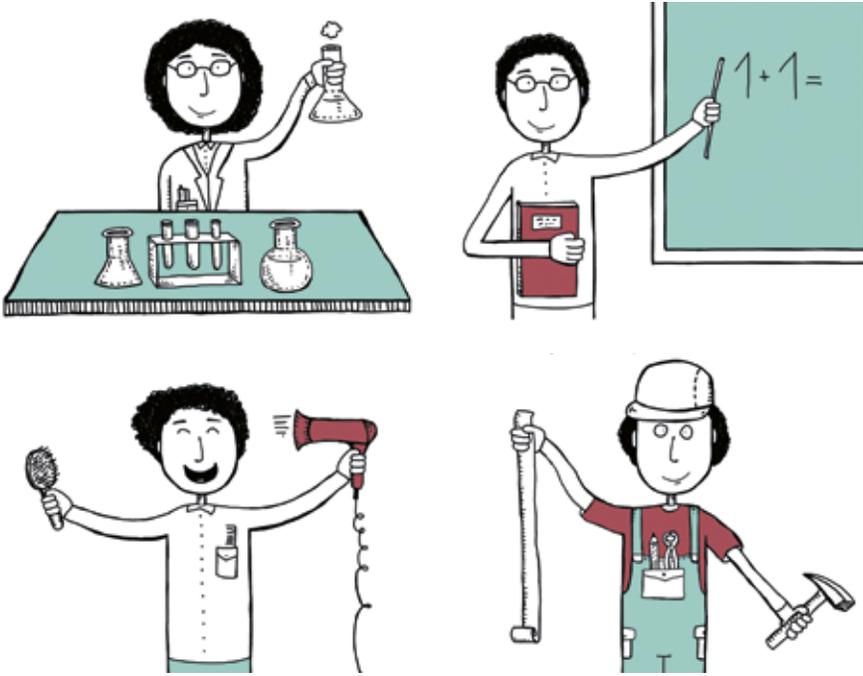
Activity elements

★ Hand contours



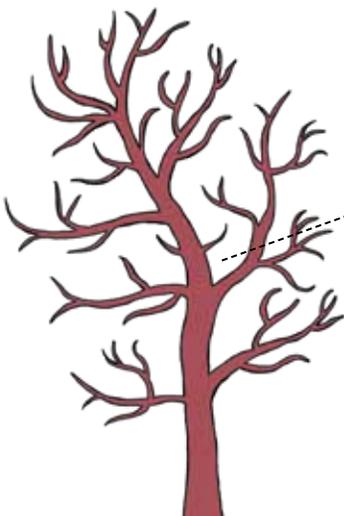
Children can draw the contours of their hands on different types of paper

★ Adhesive stickers that present different vocations



A set of adhesive stickers can be offered to children. Stickers can represent different professions and situations that will be inspiring to children. Children can copy or glue them on the hand contour.

★ Growing Tree – a place for children's capacities and aspirations



The tree for children to hang or glue the contours of their hands

The dimensions and design of the tree will depend on the space size and structure, materials available, circumstances in which children and facilitator are making it. The tree can be drawn on paperboard or on the wall. It can be also made as an installation in the space, for example by using cardboard tubes, with the branches that can be woven from cords.

Practical guidelines and potential further development

- ☺ For the initial set of stickers, it would be good to choose situations that children can relate to – for example those presenting a child who supports another child or who is learning something that is important for him, a doctor with his patient, a scientist who carries out an experiment, etc.; blank cards should also be included for the children to fill in.

- ☺ Where it is possible to have cultural mediators available, dialogue should be initiated with children about their capacities and aspirations developed during the journey. Children then will have an opportunity to share situations that illustrate their abilities, to explain what their aspirations are and how their plans can be realized. Such a dialogue should be opened before offering prepared materials to children.

- ☺ In the space where program is created, the Growing tree can have its place that is visible so that it can invite children to take part and add their "hands". When the "tree" is "alive", facilitators with children can come up with ideas on how to make changes to it and on how the tree can be further modified, based on the actual events and interests of the group.



Flowers of Support

The focus: identifying children's network of support and supportive relationships, identifying own strengths, creative expression

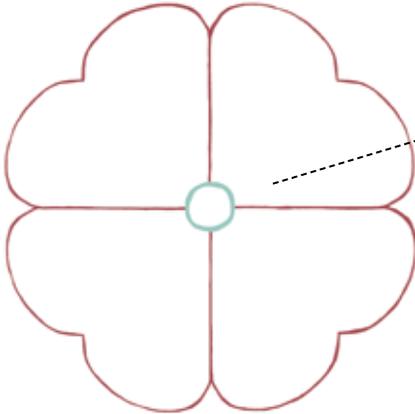
Proposed activity framework

The facilitators can introduce the activity by initiating a dialogue with children about our human need to be surrounded by other people and our need for their support throughout our life journey, especially when we are facing challenging and difficult situations. By shifting the focus on children, and particularly those who are on the move, the dialogue can lead to directions where the kind of support children need and support that they can offer to others are explored.

Facilitators may ask children to think about persons who have been important sources of support for them on their journey, by reminding them that those persons may not necessarily be the ones who are physically present or near them. Children may introduce those people on the templates of flowers provided to them, by writing down their names or by drawing them. They may make and decorate the "flowers of support" and place them in a specially designed area.

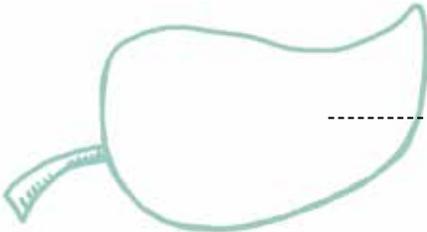
Activity elements

★ Templates used to make flower petals



On each flower petal, children can draw or write the names of persons important to them for the support they offer. They may also decorate the flower.

★ Flower leaves



Children can write their names on the flower leaf.

★ A place for this activity

Straws or wooden sticks may be used as the stalk of the flower. Children may glue the petals and leaves on the stalk and thus make their own "flowers of support". If they wish, they may also decorate the flowers.

The space for flowers can be arranged to follow the symbolism of a journey – flowers can be placed along a previously made road, in the forest and in other places associated with the migration process.

★ A place for “flowers of support”

There are many different ways to display the “flowers of support” in the space. For example, flowers can be placed in windows or in vases that are previously made with children. They can also be arranged as a “garden of support” around the Growing Tree. Another idea is to make a road that will symbolize children’s journey and put the flowers of support along it. Where the program is developed through outreach work, flowers can be used to make bouquets.

Practical guidelines and potential further development

-  It is important to prepare flower templates in advance, as some children prefer to use the ready-made elements. This is also a way to support participation of the younger children and those children who can engage in this activity for a short time only. It is also important to be open for children’s initiative to make flowers of a different shape or by using different techniques (e.g. origami technique...), either independently or with the assistance by facilitators.
-  Children should feel invited to “fill in” their flowers according to their own ideas. For example, some children wanted to colour the flower leaf in the colours of their home country or to write their message on it. Children sometimes included themselves on flower petals with explanation that inner strength was an important source of support during the journey. They often included facilitators and representatives of various organisations as the persons important to them for the support they provided.
-  If cultural mediators are available, children can be encouraged to describe each person indicated on the petals in more detail

– what is this person like, how s/he supported them, how they feel when the person is around and similar.

- ☺ Conversation can be further developed to include things that children do to support other persons or persons mentioned on his/her flower. Their answers can be written down and/or added to the flowers as new petals or leaves, or in some other manner.

10

The Sky of Wishes

The focus: children’s perspectives on the future, their aspirations and wishes as a driving force, becoming aware of own potentials, real life situation and importance of self-leadership



Photo by: Save the Children

“Sky of Wishes” in the Child Friendly Space in Refugee Aid Miksaliste in Belgrade

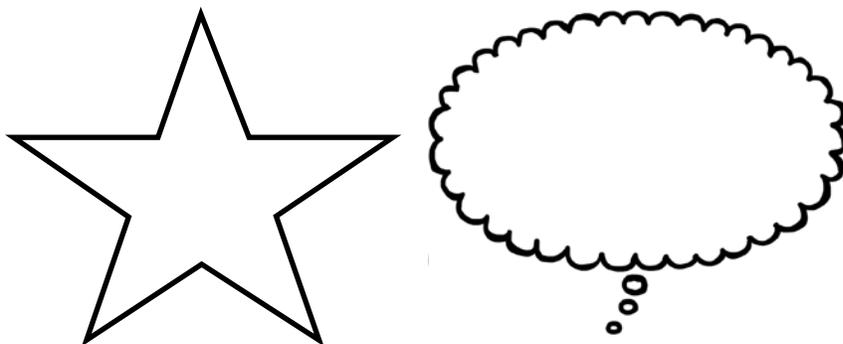
Proposed activity framework

Facilitators may invite children to think about their aspirations and wishes. They may encourage them to think about concrete material things, that they need or wish to have - such as new sneakers, colour pencils, bicycle, but also about their aspirations, wishes and plans for the near and longer-term future – e.g. to go to school, learn a new language, see the Eiffel Tower, etc. Facilitators can share with children wishes of their peers who previously participated in the activity.

Children may write or draw their own wishes and aspirations in the designed templates which will then be included in Sky of Wishes.

Activity elements

★ Templates of stars, clouds or other symbols



Children can draw or write their wishes on these templates.

★ Creating a space for the activity – The Sky of Wishes

The “Sky of Wishes” is a shared space for the children to place their wishes and aspirations in.

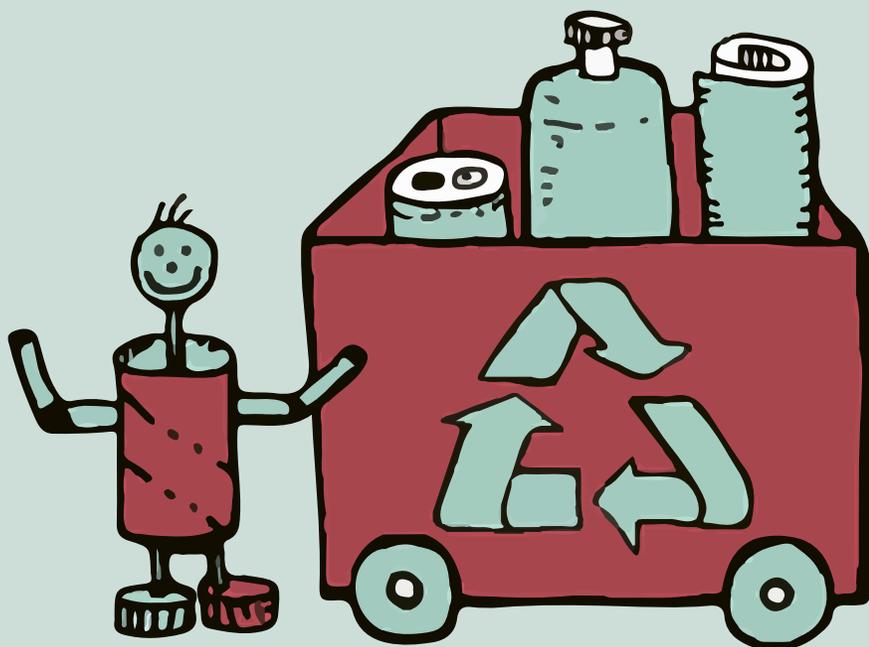
Depending on the space available for the activity, the “sky” can be made of large sheets of paper or foil, or it can be knitted of cord or

yarn. Stars and clouds with children's wishes can be hung on the sky together with other elements that can be made with children – such as a rainbow, sun, moon, etc.

Practical guidelines and potential further development

- 😊 This activity should be preferably realized with the assistance of an interpreter, especially when engaging younger children.
- 😊 Children should be invited to share as many ideas and plans for the future, as they wish to.
- 😊 The space for this activity can be arranged and decorated in many different ways together with children, during a longer period of time.
- 😊 With the support by cultural mediators, conversation about children's aspirations and wishes can be developed further to discuss children's perspectives on the potential for realisation of their wishes, on what they need to realize their wishes, on the things that they can do themselves to realize their wishes, etc. Special templates can be provided for their answers, which can also be placed in the Sky of Wishes.

The ECO Box



The ECO Box invites children to engage in environmental issues and challenges in their immediate and broader surroundings. It encourages them to take part in raising environmental awareness, to make changes and arrange their immediate surroundings, to collect and use recycling materials in a creative way, etc

The box includes various materials that can be useful for organization and implementation of eco-actions: such as materials for mapping and documenting the environment (camera, camp layouts and maps, paper and pens), instructions for recycling, large bags for collecting waste, set of tools for planting, etc. Contents of this box are to some extent similar to that of the Craft Box and in practice the two Boxes can be used together.

The Eco Box has proven to be of particular significance in development of programs in the camps, since it offers activities and opportunities for active children's participation in the life of the camp community, as well as opportunities for children to make contributions to the community and to relate to it. Examples of such activities include: small-scale campaigns/activities aimed at cleaning, maintaining and arranging some areas of the camp; making Christmas presents for children in the camp and for children in the local community from recycling materials, etc.



Our Eco-Action

The focus: children's active role in their surroundings, building the community of children, building environmental awareness, transformation of local environment

Proposed activity framework

The Eco-Action can be developed as a whole-day activity or a set of activities that can be implemented over a longer period of time, as a small-scale project. Initially, facilitators could invite children to take a walk together through the camp or the local area where the centre is situated, to map areas that can be made more “eco-friendly” – e.g. by collecting waste and cleaning, introducing recycling or by making some eco-art interventions in the space.

During this initial phase, children and facilitators make maps and develop plans for their eco-action, discuss possible ways for organizing and implementing the action, allocate roles and responsibilities, make plans for inviting and involving other children and adults, etc. They then implement their action through smaller steps/initiatives adjusted to the local context.

Activity elements

★ Planning the Eco-Action with Children - How can we be eco-active together?

This first step incorporates a set of activities focused on relevant ecological issues, building environmental awareness and discussion on how children and adults can have active roles and contribute to creation of an eco-community. For example, children and facilitators could consider possible ways to organize regular cleaning campaigns and activities in the camp, and discuss - how such actions can be organized; what could be achieved by them; why are they important for the children and the entire camp community?

★ Joint walk through the Camp and mapping out places for eco-intervention

Children could be divided into several groups, each taking a different role – e.g. one group can map places that should be cleaned,

another group can map places where recycle bins can be placed, places where art installations can be made or where "gathering areas" can be arranged. Joint walk thought the camp can be made more interesting by including various "challenges" that can be fun and exciting - such as the "find hidden objects or areas", "follow the signs" challenge, etc.

★ **Joint implementation of the Eco-Action**

During and after the walk, children and facilitators can plan and design their eco-actions with concrete steps/phases for their realisation. Implementation of the eco-action can be supported with resources from other Boxes. For example, children can use the Craft Box to make and decorate trash bins, to make eco-art installations, etc.

The eco-action is a "public" event in the camp or in the local community, which gives it an added value. This is why children's parents, other adults and peers should be invited to join in the action. They can contribute by their active involvement or by following children's activities, by being audience at the final event or ceremony when children are receiving "Certificates of Achievement" for their contribution.

Practical guidelines and potential further development

- ☺ Children of different ages can take part in different phases of preparation and implementation of the eco-action. Older children can support participation of younger children and they usually like doing that. Children's parents and carers can be involved in the action either spontaneously or in an organized way. They can also become a significant source of support to children and facilitators.

- ☺ It is quite important to consider options for organizing the Eco-action in such a manner that it is safe for children and doesn't expose them to any threats or risks for their health and well-being. For example, each child should get protection gloves and unambiguous instructions on how to collect waste; common (safety) rules should be agreed and respected by both children and adults.

- ☺ In organizing the eco-actions, support from cultural mediators could be useful or may prove to be necessary.

- ☺ Different eco-actions can become regular activities in the camp/centre for children, which are organized periodically and upgraded over time.

- ☺ Eco-actions can be complemented with activities supported through other Boxes, such as the Craft Box, the Drama Box (e.g. making puppet theatre with puppets made of recycled materials), the Camp Citizen Box, etc.

12

Our Eco-Garden

The focus: children's active role in their surroundings, building the community of children, empowerment through making contribution to the local community, building environmental awareness, promotion of environmental responsibility and responses, transformation of the local environment

Proposed activity framework

The Eco-Garden can be an individual small-scale project or a part of an Eco-Action. With the aim to make the Eco-Garden, children and facilitators map together places in the camp/centre where the garden can grow; they explore ideas for its arrangement, then plant the garden and maintain it in the coming period.

Dialogue and agreement with the management of the camp/centre is a necessary precondition for realization of this idea.

Activity elements

★ Mapping space for Eco-Garden

As a first step, children can be divided into groups and these groups can map places in the camp that they consider to be good places for arranging a camp garden. Together with facilitators, they can make a list of criteria for a "good place for the garden", bearing in mind the actual circumstances and possibilities. Some examples of these criteria could be: the garden should be in a place where children gather; that place should be safe and accessible to all children; it shouldn't have any other function and it should be good for the plants to grow.

★ Ideas for garden growing

When the place for garden is chosen, children and facilitators may explore ideas for its arrangement. In this phase, they can make models of the garden based on their ideas, discuss them and make plans for the garden arrangement. They can share their ideas with others in the camp (their peers and parents, camp management, etc.).

★ The garden grows

The garden can be made through different activities that are planned together with the children. For example, these activities

can include cleaning of the selected place, making and decorating the garden fence (the fence can be symbolical only, to mark the place and give it a visual identity and it can thus be made of decorating ribbons, entwined ropes, etc.), joint construction of garden “furniture” from different recycled materials, making flowerpots, planting flowers, maintaining and further developing the garden.

Practical guidelines and potential further development

- ☺ It is of great importance to consider and agree on the idea of making the garden with camp or centre management prior to inviting children to take part in this initiative. In this way, the options for the realization of the idea of Eco-Garden will be ensured with the support from the relevant decision makers.
- ☺ Our experiences show that children’s parents and carers and other members of the camp community will usually gladly participate in activities related to the arrangement of the selected place.
- ☺ It is a good opportunity to organize a Garden Opening event and to invite the children’s parents/carers, peers and the broader camp community to take part in it, to plant flowers or to make their own contributions in some other way.
- ☺ It is important to make an agreement with children about future maintenance of the garden and its further development.
- ☺ Activities supported by the Eco Box and other Boxes can be implemented in the space for Eco-Garden - for example the summer theatre or activities aimed at exploring the natural world, etc., can be organized in the Garden.

The MOVEMENT Box



The MOVEMENT Box offers materials and ideas to support activities that involve movement and gestures, it invites children to use their body to express themselves and relate to others, to create and make different movements and to enjoy them. This can in particular contribute to a dynamic and positive atmosphere in the group.

Even though the activities proposed involve movement, they do not necessarily require large space for realisation and can be easily adjusted to different conditions in which program is created.



Chinese Jump Rope Maze

The focus: play, enjoyment, joint creation, cooperation and communication with peers and adults

Proposed activity framework

Facilitators may propose to the children to stretch the Chinese jump rope across, twist it and turn it to create a maze. All the participants can then try to pass through the maze without touching the rope with their bodies or clothes.

Activity elements

★ Making a maze

Children can make a maze or other structures by stretching and twisting the Chinese jump rope that two children hold on its ends with both hands.

★ **Other materials that can be offered in the game**

Frisbees, small balls or similar objects can be added to the game and players can have a task to throw them over or through the "holes" in the maze or other created structure.

Practical guidelines and potential further development

- ☺ This game can be easily organized without the assistance of cultural mediators.
- ☺ The game is suitable for an outreach work.
- ☺ It can also be organized in smaller, indoor spaces. When the game is realized indoors, children may not be able to pass through the maze, but they can throw small balls or other props through or above it instead.



Restless Balloons

The focus: play, having fun, enjoyment, joint creation, physical engagement, relaxation

Proposed activity framework

Facilitators may propose to children to play with balloons. Several balloons are thrown in the air and the aim of the game is not to allow the balloons to touch the floor or the ground.

Activity elements

★ Balloons

Depending on the number of children, facilitators may initiate the game by adjusting the number of balloons so that the game is fun and challenging for children. During the game, facilitators can increase the number of balloons and together with children introduce some new rules to the game – for example, children may touch the blue balloons once and/or the red ones can be touched with the head only, etc.

★ Rackets or other additional props for the game

The game can also be played with “rackets” that children can make and decorate on their own. “Rackets” can be made from disposable carton plates and wooden sticks glued to the plates.

★ Other materials that can be used to expand the game

By introducing different materials, facilitators and children can make new rules for the game: for example, children can pair up to throw balloons into a box, or a balloon can only be touched once before passing it to the play partner, etc.

Practical guidelines and potential further development

-  The game can be organized without the assistance of cultural mediators.
-  It can be organized under conditions of outreach work or in indoor spaces.
-  Children can take balloons with them when the game is over



Polygons of Happiness

The focus: play, joint creation, fun, body engagement, relaxation, cooperation and communication with peers and adults

Proposed activity framework

Facilitators may invite children to join in the game of polygons of happiness. Polygons offer different game options or tasks involving movement, passing through the made shapes, jumping, etc.

Activity elements

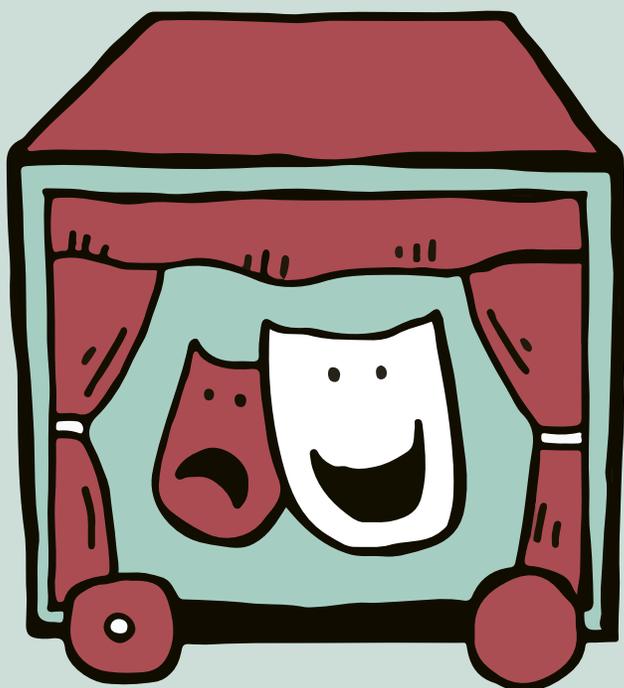
★ Making polygons

Different materials can be used to create polygons and their constituent elements – strips of crepe paper, jump rope, Chinese jump rope, hula-hoop, etc.

Practical guidelines and potential further development

- ☺ The game can be organized without the assistance of cultural mediators.
- ☺ Just like the previously described games within the Movement Box, this one can also be adjusted to indoor spaces and out-reach work.

The DRAMA Box



The DRAMA Box supports the use of story-telling and performance as means of expression. It invites children to explore topics that are important and meaningful for them, to create characters, and make performances such as puppet shows, shadow theatre, carnival processions, etc. This Box is designed in such a way as to include a miniature theatre stage.

The Box contains: a set of ready-made puppets, materials for making puppets, materials for making props, costumes, scenography, etc.

The Drama Box can be designed to include a miniature theatre stage, space to store materials, props, costumes. In the practice, a box designed in such a way becomes children's favourite gathering place.



Carnival On the Move

The focus: creative expression, fun, enjoyment, communication and cooperation between children and adults

Proposed activity framework

Facilitators may invite children to plan and organize a carnival together. It could be a costume carnival, an animal carnival, a puppet carnival, a dragon carnival, etc. Children may design and make the props and create the program for the carnival – make masks, costumes, puppets, instruments, create choreography for a dance or walking, make music or sounds. The Drama Box contains a selection of different materials to inspire and support them to develop their ideas for carnival preparation and procession.

After planning process, children can organize a carnival event.



Photo by: Pedro Armestre / Save the Children

Child refugee with a carnival mask in the Child Friendly Space in Refugee Aid Miksaliste.

Activity elements

- ★ Making props and creating program for the carnival
- ★ Carnival procession

There are no pre-determined forms for any of the carnival elements. They should be adapted to various circumstances. For example, where some children can participate in activities for only some brief period of time, the carnival should be organized in such a way that it can be prepared and carried out quickly or as an activity that can provide meaningful participation even for the children who will be able to take part in it for a short time only. Children

should be allowed and encouraged to take away some of the props made for the carnival, such as masks, capes, rattles, etc.

Practical guidelines and potential further development

- 😊 This activity can gather a number of children and should remain open to different ways of their participation
- 😊 Parents usually gladly participate in this type of activity - both in the preparatory phase and as audience and active supporters or participants.
- 😊 If possible, the carnival procession could take place out of the space in which it was prepared - for example out of the children's corner - and in the yard or in some other shared space in the camp or refugee centre.



The Miniature Theatre

The focus: creative expression, cooperation, fun, play, addressing issues that are important for children

Proposed activity framework

Facilitators may invite children to organize a theatre performance together. Depending on what they consider to be a priority or an interesting topic at that moment, children and facilitators may choose the topic for the performance. When the topic is chosen they may create characters and their story, make puppets and set for the play that will be performed on the miniature theatre stage.

Activity elements

☆ Puppets

The Drama Box can offer a number of ideas for puppet making by using different materials and creative techniques. These ideas can be supplemented with new proposals that will emerge from joint participation of children and adults and their engagement with the Drama box.

Considering the structure of the group, facilitators may suggest the techniques that will be inviting for children – from simple origami techniques, to more complex combining of different materials and techniques.



Photo by: Save the Children

„Princess“ puppet and elements of scenography created during a drama workshop in the Child Friendly Space in Belgrade

★ **The theatre set**

If there is enough time and children for this activity, theatre performance can be prepared from a semi-prepared set of characters and props that can be drawn or modelled in 3D.

★ **The story**

The scenario or the story that children create for theatre performance does not need to include a precise sequence of scenes, or actors' lines, although these can be prepared too. With support from facilitators, the story can be developed spontaneously and created during the performance as an improvisation. Younger children's puppets can sometimes sing on the stage and older children may wish to tell a story of their journey.

Practical guidelines and potential further development

- ☺ The Miniature Theatre can also become a *shadow theatre*. For staging a shadow play, a sheet of transparent paper (of larger dimensions) is required. Puppets can be made from cardboard or paper.
- ☺ The stage can be constructed in many different ways, including, for example, by opening the sides of a larger cardboard box and decorating it.
- ☺ This is also an activity that children's parents might like to join in. Facilitators should bear in mind that children often find it very important to present their stories both to their parents and peers.

The CAMP CITIZEN Box



The CAMP CITIZEN Box includes materials and ideas for activities that promote children's active participation in the camp life – their proactive engagement with their life conditions, participation in making decisions that concern them, opportunities to make their experiences and perspectives heard, creation of children's spaces, their contribution to the camp community.



3M – Mobile Movie Maker

The focus: children's active role in their place of living, use of technology, gaining particular knowledge and skills, creative expression, cooperation, children's perspectives on issues that are important to them

Proposed activity framework

Facilitators and children can choose topics for this activity together, but it is very important to encourage children to initiate their own artistic or "engaged" video projects about the things and issues that they find important.

Through joint or individual projects, children can explore different ways of expression and communication of their ideas and perspectives on issues that they deal with – by using video materials, photos, interviews, stories, etc. The equipment needed includes mobile telephones that almost all teenage children on the move already have and a computer or tablet with a video/audio editing program installed.

Activity elements

★ Collecting materials

It is important to support children in trying and exploring different ways of communicating their ideas, of pointing out to the importance of issues or problems that they are dealing with, of presenting a problem from different perspectives, of including a number of different perspectives. Children should also be provided with opportunities and resources for creating video and audio materials, making photos, writing stories that they would like to share with others. The role of facilitators is to support children in planning and realizing their small projects and offer them different options.

★ Creation of video/audio narratives

The idea behind this activity is to support children so that they can realize their small projects and to provide them with opportunities for gaining specific knowledge and skills. This is why joint exploration and mastering of computer programs and applications, with the aid of which children can complete their projects by editing the materials on their own, is an important part of this process.

Practical guidelines and potential further development

-  Children can create stories about their life in the camp, issues that are important for their journey, problems that need to be addressed, about things that they would like to improve in the camp, about their perspectives on the future.
-  Inspired by the work on their projects children can create informational and educational materials for other children.

- 😊 By using the available tools and their new skills, children can make their own diaries on the journey.

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Joint Tour through the Camp

The focus: active role of children in their place of living, building a community of children, creating an atmosphere of mutual support and a sense of empowerment.

Proposed activity framework

This activity is aimed at empowering children to see their potential role in and contribution to the camp community, by opening the space for them to become sources of significant support for their peers and for program facilitators.

Facilitators may invite children to come up with possible ways of greeting and welcoming newcomers to the camp, by organizing a guided tour through the camp, selecting the places and camp organizations that the newcomers need to be informed about, introducing relevant and interesting people in the camp, sharing information with newly arrived children and exploring different ways to share information with them (for example, children can take the newcomers to the playground and invite them to play together, or to take them to the camp medical facility to meet the doctor and the nurse).

Activity elements

★ Designing the tour

It is important to involve children in preparation of the tour, from the very beginning. Children's perspectives could be a good starting point for joint preparation of the tour.

Facilitators can ask children about their feelings and impression when they first arrived to the camp, what they liked or disliked, what was important to them, etc. While thinking about their own memories, children can think about the atmosphere that they would like to create during the tour, about information and welcome that they would like to prepare for their peers. In addition to that, children should select places that will be included in the tour, prepare information and stories about those places, as well as discuss/agree with people that they would like to introduce to the newcomers – the camp workers, some interesting people who are living in the camp, etc. Children can also prepare materials that could be handed out to their newly arrived peers – such as a camp map with important information and places marked, etc.

★ Preparing and conducting the tour

Facilitators should support children in preparations on how to guide the tour. Children's parents or carers should also be included in preparation of the tour, together with representatives of relevant organisations, camp workers and persons living in the camp who will be introduced to the newly arrived children during the tour.

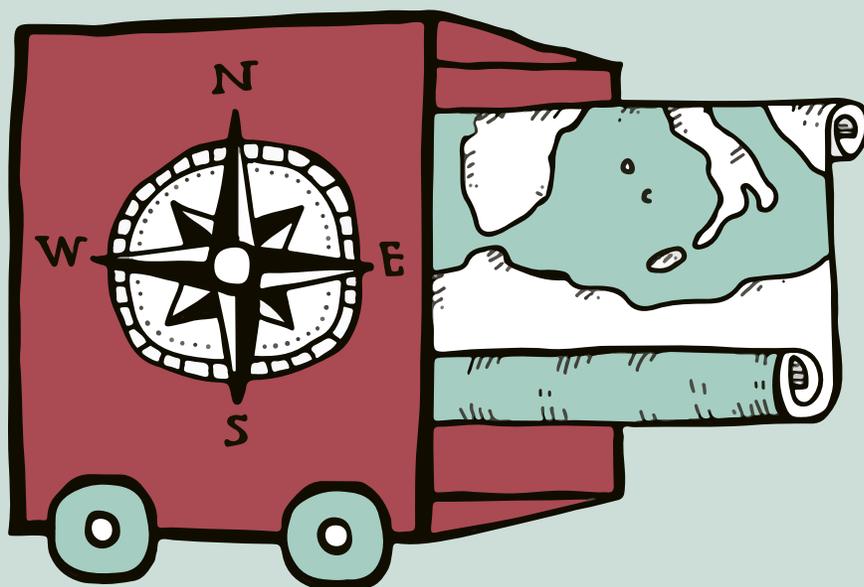
Practical guidelines and potential further development

- ☺ Each new group of children can be invited for a short welcome tour through the camp upon their arrival.

- ☺ The tour can include different tasks or "surprises" that children can prepare beforehand and/or put at some places in the camp.

- ☺ It is important to open possibilities for the recently arrived children to be included as guides for the next tours.

The MAPPING Box



The MAPPING Box was designed with the idea to create a safe space and invite children to share their migration experiences. It offers a set of different materials: maps, templates, symbols, various materials for creative activities. Creation of maps of their journey can encourage children to look upon and communicate their experiences, identify their own strengths and resilience while living and dealing with those experiences, to enable them to recognise the risks they can face and consider strategies to cope with them.

According to our experiences almost all the children are eager to share their migration experiences with peers and adults. Children showed interest for experiences of other children and in particular for exploring situations and moments during the journey that they shared with others as well as for those that were different from their own ones. At the same time, creating preconditions for children to engage in such dialogue was of the utmost importance – safe space, supportive relationships and welcoming atmosphere, openness to different perspectives, supporting children in contextualizing their experiences, locating specific events in place and time.

These preconditions additionally enable children to navigate the activities, decide on how – and to what extent - they would share their experiences. It is especially important for the facilitators to be aware that, due to the imbalance in power relations between them and the children, children sometimes may feel that their participation is expected in a certain manner. This is why it is of such importance to listen carefully to children and to create the process together, so that children can participate meaningfully.

Activities focused on migrations can significantly contribute to the quality of program of support, in particular concerning child protection. These activities enable children to understand their own capacities and risks that they are facing during migrations, as well as the existing forms of protection against such risks.

These activities may, however, present certain challenges for facilitators, since they require experience and skills in order to ensure em-

powering children's participation in them. It is also important to avoid any potential sources of re-traumatization, as well as to establish contacts with relevant services that the children can be referred to in cases where additional support is needed for the children. One should bear in mind that these activities are designed and structured in such a manner that they are focused on the migration process and that they can enable children to share only the experiences that they want to share.

Some of the "mapping" activities that are developed through practical work include: *A Map of My Journey* - with the focus on the process and course of migration; *A Superhero's Map* - with the focus on children's strengths; *Tag the Place* - with the focus on places that children passed on their journey; *Map of Homes on the Move* - with the focus on places where children felt well and "at home" during their journey.

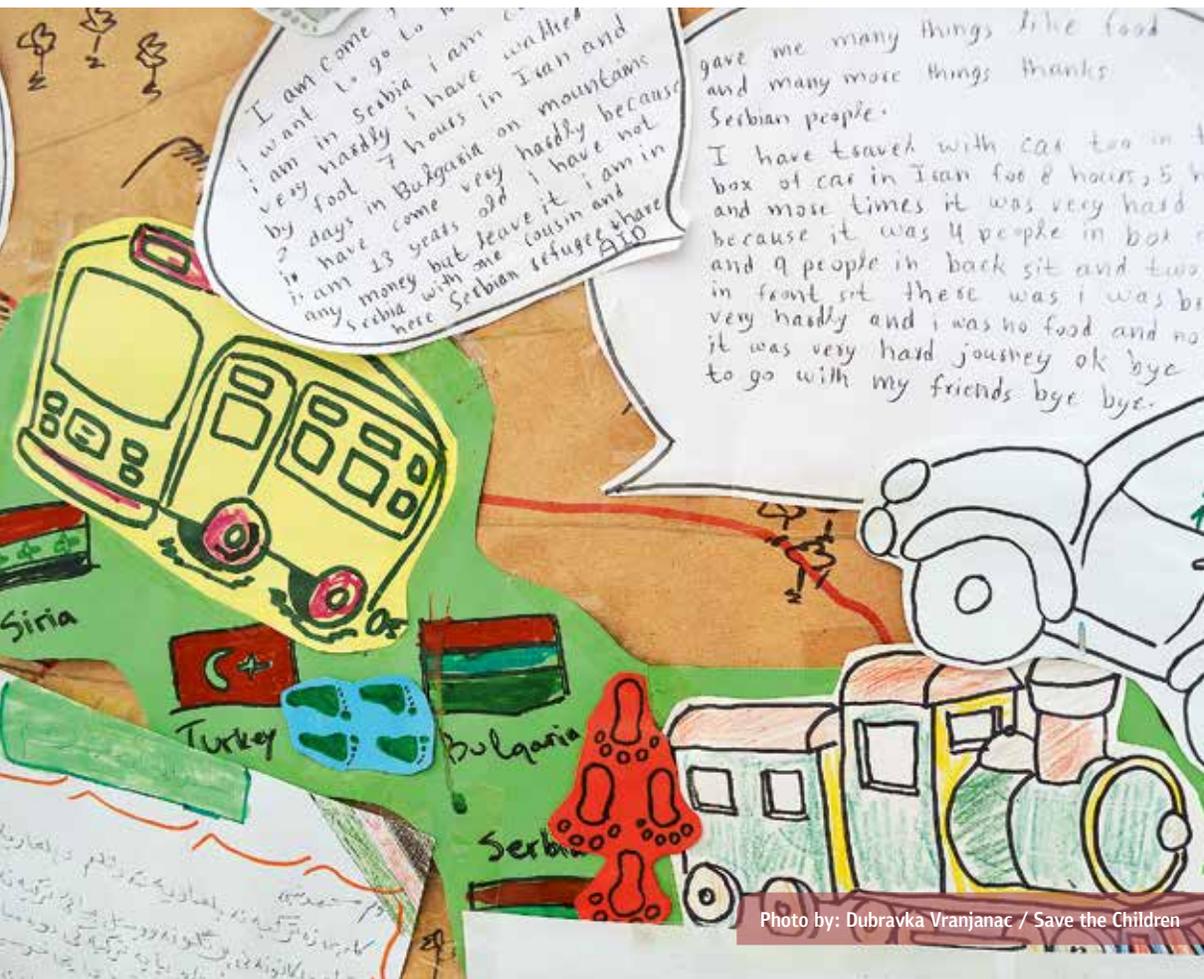


A Map of Our Journey

The focus: reflection on migration experiences, sharing experiences, understanding own strengths, understanding risks in the migration process, building a sense of belonging to the community of children on the move

Proposed activity framework

Facilitators may propose to children to create maps of their journey by using prepared elements. In the map, they can visually present their own journey from their countries of origin to the country in which they are staying at the moment and their plans for the rest of the journey, if they have such plans.



Map of Journey created in the Child Friendly Space within Save the Children and Centre for Youth Integration refugee and migrants support program

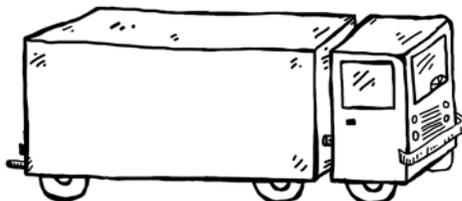
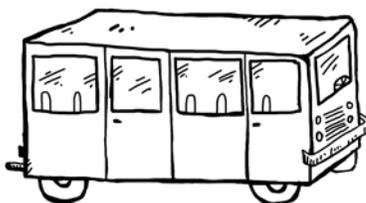
There is no predetermined format for the map. Just the opposite, children should be encouraged to create their own maps based on their experiences, parts of their journey that they find important and that they wish to share with others.

Children can place their maps in a specific area in the space where a number of children’s maps can be displayed and where different migration experiences can “meet”.

Activity elements

1) The basic set of templates used in personalising children's experiences during their journeys

1.1 Symbolic representations of different means of transport and modes of travel that children can choose to describe their journey, including while crossing the borders or travelling within a country.



- 1.2. Templates that facilitators can introduce as additional support to children in describing some specific experiences during the journey – traveling by night, across mountains, during a hot day, etc.



- 1.3. Templates representing feelings – such as sadness, happiness, fear, anger; or states such as being hungry, cold, or feeling well, could be also offered to the children. Facilitators can add various other templates to support unfolding of children's experiences.



2) Templates for narratives

Shape of cartoon balloons that can be the space to add explanations, dialogues or thoughts about a certain part of the journey or a situation.



3) A designated area for maps of the journey

Where the program is developed indoors, it would be good if some space for children to exhibit their maps could be allocated for this purpose, such as, for example, a large surface on a wall. Thus, a joint map of the journey can be made.

Where program is realized in make-shift facilities, a large “book” of the maps of the journey can be made for children to insert their maps.

Practical guidelines and potential further development

-  Making maps is a process which cannot and should not be fully predictable. Facilitators need to follow the process closely and guide it together with the child, without insisting on specific topics, especially those that are reminiscent of potentially difficult experiences for the child.

-  Binding a number of sheets of paper together could prove to be the easiest way to provide enough space for map making. In creating their maps, children usually begin by writing their names or drawing their portraits and by marking the space that will present their home country. Then, they can draw some important places in their home country – such as their house, school, park, etc. After that, children can choose among the templates offered, the ones that are representing the means of transport that they used to set out on their journeys. They can glue templates on the map and mark countries through which they travelled. Facilitators can encourage children to draw some characteristic geographic features, landscapes or people that they meet and that made some impression on them. By using ‘cartoon balloons’, children can add descriptions of events and situations that they find important.



Photo by: Tatjana Ristic / Save the Children

Boy participating in Superhero's Map activity in the Child Friendly Space Friendly Space in Refugee Aid Miksaliste in Belgrade

- ☺ Facilitators should bear in mind that this activity can provide insights about some significant aspects of the child's journey, which can also be of crucial importance for providing additional support to the child or referring her/him to relevant protection services if needed.
- ☺ The map can support exchanges of information among children and facilitators. While working on the map, children may think about their experiences and decide about the elements of their journey that they would like to present and talk about.
- ☺ Facilitators should encourage children to use prepared templates in various ways and adjust them to their story about the journey that they made. Thus, some children, for example started working on their maps by placing a car on it, in which they then drew their own image and wrote how many passengers travelled in the front seats, in the back seats and in the boots of the cars. They coloured the car wheels in the colours of the flag of their home country. One boy drew his encounter with the police at a border crossing that he passed and wrote down the conversation he had with the policemen. Children often represented crossing of a state border by drawing the barbed wire on their maps.
- ☺ In addition to the *Map of My Journey*, maps of Belgrade and Serbia were made, in which children's experiences in the local context were presented, along with the *Superhero's Map* in which younger children marked the countries and places and described situations in which they considered themselves to have been extraordinarily brave; the *Map of Houses on the Move* was made in which children indicated the places where they and their families felt well, accepted and welcome.

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Joint Map of the Journey

The focus: reflection on migration experiences, sharing experiences, recognizing own strengths, understanding risks involved in the process of migration, building a sense of belonging to the community of children on the move, joint map of the journey – a space for sharing and creating common experiences



Photo by: Tatjana Ristic / Save the Children

Joint Map of the Journey created in the Child Friendly Space in Refugee Aid Miksaliste in Belgrade.

Proposed activity framework

This activity can provide an opportunity for children to create a joint 3D map of their different migration experiences. Children are creating the map by making and placing the elements provided - including buildings, means of transport, roads, people (adults and children). In the process of group discussion and creation of the map, children share, reflect and enrich their own experiences with experiences of others. The map itself then becomes a shared space and a meeting point of different and common experiences⁶.

Activity elements

★ **A base for a 3D Map**

★ **Elements of the Map**

Practical guidelines and potential further development

- 😊 This activity is primarily intended for work in a permanent facility. The very idea of the map and its individual elements can serve as a starting point for further development of map-making that can then be adjusted to the method of work of the mobile teams.
- 😊 As opposed to the two-dimensional maps made by children to present the process of their own journeys, a 3D map can be an opportunity for children to focus on a specific part of the jour-

⁶ A joint map of the journey was used in the process of consultations with children on the move on their migration experiences. For additional information, see Avramović, M. (2014). When we are asked not questioned. Consultations with Children on the Move. Sarajevo: Save the Children International

ney or on a specific situation and experience and to represent it on the map that includes perspectives and experiences of different children.

- 😊 Facilitators can invite children to join other participants by showing them the Map in the making and by telling them about some experiences that their peers shared with others. They can encourage them to compare their own experiences with those of their peers by asking them if they travelled the same way, experienced similar situations, etc., and by inviting them to add their own experiences to the map.
- 😊 Facilitators should bear in mind that this activity can be an opportunity for them to gain insights about some important aspects of the circumstances related to children's migrations and to identify relevant elements for creating and designing other program offers that can be relevant for children.



My Suitcase

The focus: sharing experiences, important moments and insights from the journey, sources of support and inner strengths

Proposed activity framework

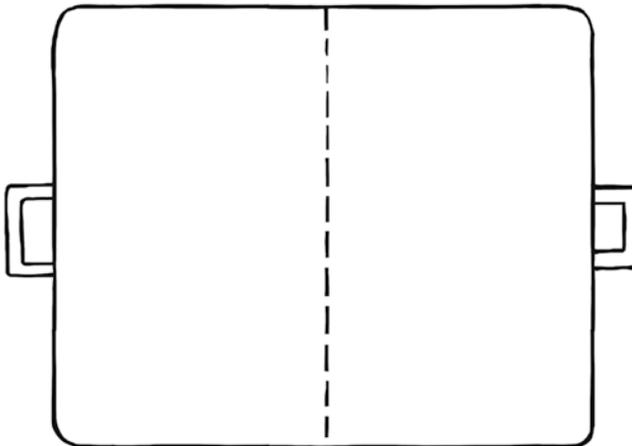
Facilitators may initiate dialogue with children about the things that should be taken when going on such a journey, on the things that are, in their opinions, particularly important and indispensable or those that one should always have with them, about the

things that children took on this trip which were not material objects (such as feelings, hopes, memories, etc.).

Each child is given a template “suitcase” to draw or write on it about the things that they carry with them on this journey.

Activity elements

★ Templates of suitcases



★ Place for suitcases

If the templates are designed in such a way to allow children to draw or write on both sides of the template, their “suitcase” can be hung on a cord so they are visible on both sides.

Facilitators can make a large suitcase in advance or with children, which can be used for “packing” of all the things that children took with them on this trip. Children can glue their own smaller “suitcases” on the sides of this large “suitcase”.

Practical guidelines and potential further development

- ☺ This activity can easily be adjusted to the outreach work with children.
- ☺ Facilitators can consider the option of providing 3D templates of suitcases in which children can insert cards with drawings of things that they took with them. The large joint suitcase can be a real suitcase which is placed in the space to be packed with the things that are important for this journey.
- ☺ The templates should preferably be adjusted to present not just suitcases but also different luggage pieces such as a backpack, a rucksack or bags of different types and sizes, so that children can relate to them and choose the piece(s) of luggage that they took with them for this journey.
- ☺ Participation of the younger children can be supported by offering a previously made set of adhesive stickers that they can 'put in' their suitcase. This set of stickers should include the things that children most often take with them or those that they might like to have in their suitcase. Children can put the stickers on their "suitcases" and they can draw the things that are not presented on the stickers..

OUR STORY IN ENGLISH Box



The OUR STORY IN ENGLISH Box is designed to create a "space of communication" in which children are encouraged to express themselves, to share their ideas, feelings, thoughts, to speak about situations and issues that are important for them, and to listen to others. Activities proposed and materials included in this Box are aimed at supporting children in telling their stories in English and learning the English language through this process.



The Newspapers

The focus: expression and communication, learning English, building the community of children

Proposed activity framework

Facilitators can propose to children to make newspapers that will spread positive atmosphere and good mood in the camp/centre. Together they develop ideas for the newspapers design and columns. Children can write the news and short articles in English with the support of facilitators and they can then translate the papers into their own languages with the support of the cultural mediators, where necessary.

Newspapers can be printed and handed out in the camp or refugee/day care centre, or they can be made in a larger format and placed on the notice boards.

Activity elements

Some of columns for the newspapers can include:

★ Shared stories (about people who did something important

in the camp, who helped somebody, who have some special/unusual skills, who can make people happy, about events that connected people);

- ★ News from the Children's/Youth Corner (participants can report on interesting events and joint activities by writing articles and sharing photos; announce forthcoming events);
- ★ A crossword puzzle, picture/barred crosswords in English;
- ★ A funny weather forecast;
- ★ Feature of the day;
- ★ Inspirational quotes and uplifting photos.

Practical guidelines and potential further development

- 😊 It would be advantageous to secure the support of cultural mediators for this activity, so that children can fully and precisely express themselves.
- 😊 Preparation of the Newspapers should not be overly complicated or demanding. It could consist of one page only or it could be hand-written, "published" weekly or fortnightly.
- 😊 The Newspapers could be linked to projects carried out through the Camp Citizen Box.



A Dictionary of Friendship

The focus: communication, learning English, building the community of children, building friendships

Proposed activity framework

The idea behind the Dictionary of Friendship is to provide a repository of words that children consider important for establishing communication and friendly relations between people who do not speak the same language. The Dictionary may include words written in all the languages spoken in the camp/centre with their translations in English. Initially, words are selected by the children engaged in the activity, but the Dictionary remains open for additions of new words of friendship in other languages and their English equivalents.

Practical guidelines and potential lines for further development

- ☺ Pronunciation of Dictionary entries should be provided as well.
- ☺ Different word games can be organized from time to time to support the use of Dictionary words, such as "guess the word", "charades", etc.
- ☺ This Dictionary can be printed in a smaller format (pocket dictionary) and handed out to children and adults.

The CITIZEN OF THE WORLD Box



The CITIZEN OF THE WORLD Box invites to joint exploration of everyday life and culture of different countries in the world. It encourages looking at the ways in which children and adults participate in their communities, noting the similarities and differences among ways of living, values, cultures. It also invites children to think about the world in which they would like to live and about the citizens of that world.

The box offers several ideas for initial activities that can be combined, adjusted to the circumstances and to the group of children, so that they can enable and support children's initiatives and active participation.

Activity elements

Activities can be structured and guided to take the children and the facilitators on a joint "journey" to different countries of the world. On that journey, they can explore individual countries by:

- ★ Looking at photographs, browsing through maps, viewing video materials;
- ★ Learning about people living in those countries through stories about children and adults, their everyday life, narratives about some important people;
- ★ Getting acquainted with the attractions, significant places, etc., listening to music;
- ★ Following the latest news from that country, following some sports events;
- ★ Learning the basic words and phrases in the language(s) spoken in that country;
- ★ Organizing games – quizzes, "Chinese whispers" in different languages, etc.



Photo by: Tatjana Ristic / Save the Children

“World Citizen” activity table in the Youth Corner in Refugee Aid Miksaliste in Belgrade, presenting Italy through geography, its famous artwork and cuisine

Practical guidelines and potential lines of further development

- ☺ It would be important to include the countries that are important for the children in the selection of countries – such as the countries that they wish to go to, their countries of origin or the countries through which they travelled, those that they would like to visit, etc. The selection of countries will motivate the children to get involved in exploration.

- ☺ Children can explore the countries on their own and/or make presentations of a selected country, with the support from the facilitators, if and where necessary.
- ☺ Where conditions of work allow it, a designated visible place should be provided to document and exhibit the products of these activities.
- ☺ Technical resources (computer, projector, printer, internet connection) can be useful resources for providing support for activities within this Box, both for children's research and for presentation of the results.



The World We Would Like To Live In

Activity elements

The idea behind this activity is to encourage and prompt children to think about the world they would like to live in. Together with children, facilitators can ask the following questions:

- ★ What would that world be like?
- ★ What would be important in that world?
- ★ What would the interpersonal relations be like in that world?
How would different people live together there, bearing in mind their differences?
- ★ How would those in charge of making decisions act in such a world?
- ★ What would be relations among different countries be like?
- ★ What would people's attitude towards nature be like?
- ★ What would be people's aspirations there?

- What would the position of children be like in that world?
- What do we need to build such world? How can each of us make a contribution towards such world?

By using other “Boxes of Wonder”, children can present their own ideas of the world that they would like to live in.

ANNEX

Playful Mats - Examples

Artist: Mirjana Odić



Play in the clouds



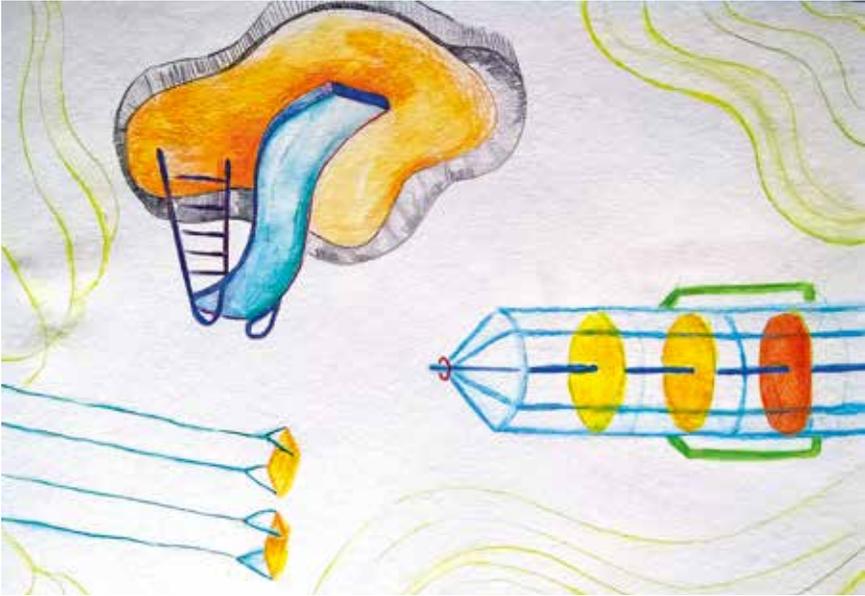
Let's cook



A journey from the sea to the mountains



Drawing stars at night



My park is a place for all



The stream of life

Sketch Plan for Drama Box

Designer: Jelena Pejković

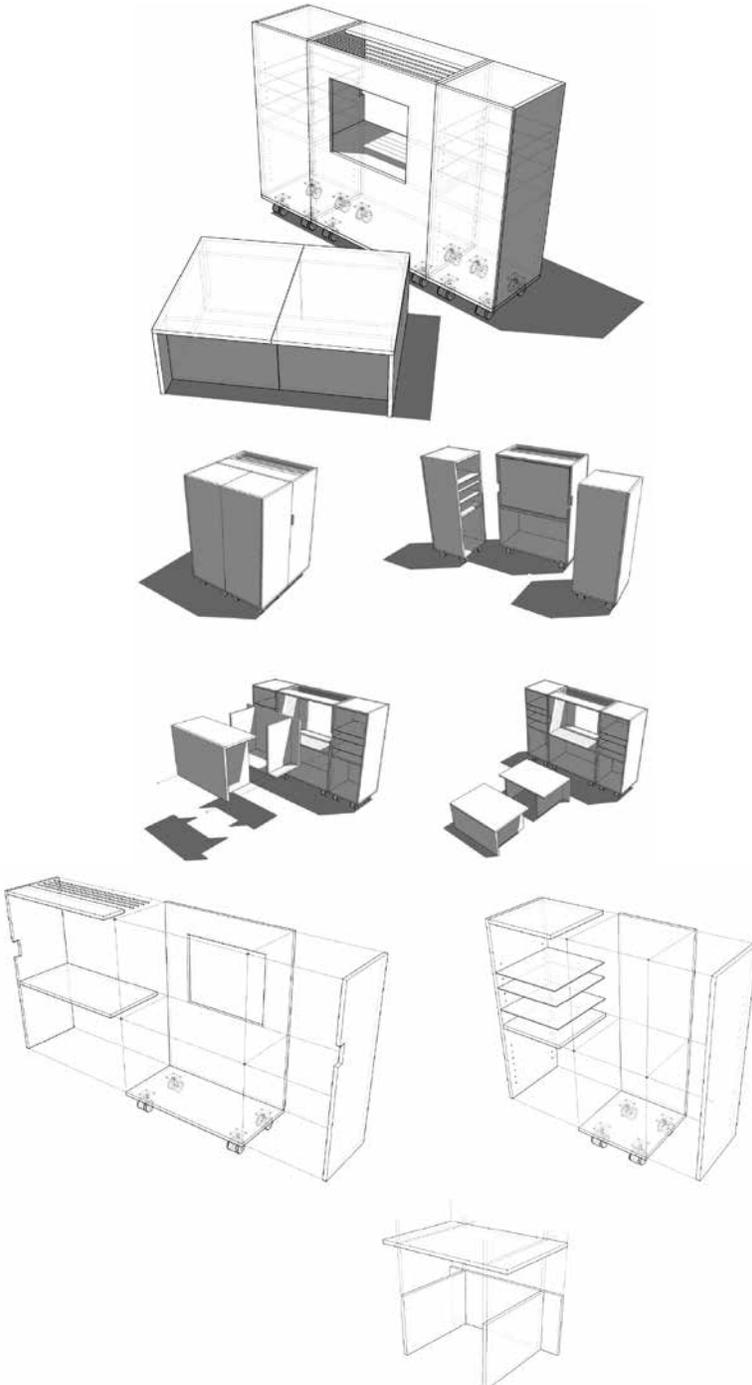


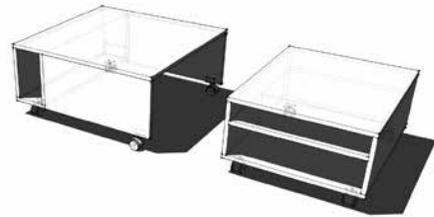
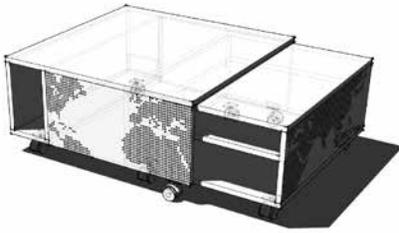


Photo by: Save the Children

Drama Box in use in Drop-In Centre in Refugee Aid Miksaliste in Belgrade

Sketch Plan for Mapping Box

Designer: Jelena Pejković



RECOMMENDED READING

Children on the move

Galonja, A., Morača, T., Avramović, M., Diegoli, T. (2012). *Deca u pokretu – položaj i programi podrške i zaštite dece u pokretu u Republici Srbiji*, Beograd: Atina

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Sinclair, R. (2004). Participation in practice: Making it meaningful, effective and Sustainable, *Children and Society*, 18: 106-118

Wright, P., Turner, C., Clay, D. & Mills, H. (2006). *Participation of Children and Young People in Developing Social Care*, London: SCIE

Web pages

www.decaupokretu.info

<http://destination-unknown.org>

http://www.childmigration.net/Main_theme_home

<http://resourcecentre.savethechildren.se/library/children-move-status-and-programmes-support-and-protection-children-move-republic-serbia>

<http://resourcecentre.savethechildren.se/start/library>

<http://www.terredeshommes.org/causes/children-on-the-move>

<https://www.youtube.com/watch?v=UvmuUHtDWI&feature=youtu.be>

https://www.youtube.com/watch?v=dIBWmy4nyA4&feature=player_embedded

Save the Children believes every child deserves a future. In North West Balkans and around the world, we work every day to give children a healthy start in life, the opportunity to learn and protection from harm. When crisis strikes, and children are most vulnerable, we are always among the first to respond and the last to leave. We ensure children's unique needs are met and their voices are heard. We deliver lasting results for millions of children, including those hardest to reach. We do whatever it takes for children – every day and in times of crisis – transforming their lives and the future we share.
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BOXES OF WONDER

“Boxes of Wonder” is a toolkit to support children on the move in transit countries. The toolkit consists of different “boxes of wonder” that enable building of meaningful and empowering experiences with children through: their participation in various activities; opportunities to express themselves, to explore and exchange experiences, raise issues that are important for them; to get support to see their own strengths and participate in building their well-being; to connect with the world and contribute to the world.

Each box becomes a meeting space for children and facilitators, initiates situations in which they can explore common themes and identify potential directions. Boxes offer ideas and tools that enable this joint exploration. This concept is very inspiring, motivating and empowering.

*Turid Heiberg, Head of the Unit for Children at Risk,
Council of the Baltic Sea States*

Most of the children who are travelling with their families or unaccompanied, in pursuit of a better life, to flee from wars, economic crises, discrimination and violation of rights, are deprived of safe and stimulating spaces for their childhoods. Thus it is of significant importance to find ways to build such spaces together with children. Toolkit “Boxes of Wonder” masterly provides the framework and contents for that.

“Boxes of Wonder” are an innovative conceptual framework for structuring the programs of direct work with children on the move, and at the same time a set of physical boxes that facilitate creation of meeting spaces for children and practitioners. They offer thematic frameworks, ideas and materials that are available and highly relevant for children and at the same time inviting for adults to listen to the children and their perspectives.

“Boxes of Wonder” facilitate our exploration of possible ways to enable meaningful children’s participation, building quality exchange with children and creation of a context which is supportive to their wellbeing and development. I am thus cordially recommending “Boxes of Wonder”, both to the experts and to those who are somewhat less experienced in development of programs not only with children on the move, but also with other children, especially those from potentially vulnerable groups.

*Prof. Dr Nevenka Žegarac, Faculty of Political Sciences,
University of Belgrade*

