



Erasmus+



TRAINING FOR YOUTH WORKERS

preparing Young People to work
with refugees and migrants



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<p>The ACT consortium, made up of the following associations: Adice, Merseyside Expanding Horizons, Dynamo Internationale, KANE, Per Esemplio, and USB offers you this report freely, without restriction of use in the hope that you will find it useful in your work with young people. Please refer to our project when you use it as well as inform ADICE, leader of ACT project, about the use you make of it.</p> <p>The content of this publication does not reflect the official opinion of the European Union. Responsibility for the information and views expressed therein lies entirely with the authors.</p> <p>Enjoy your reading!</p>		

The training has been developed in the framework of the Erasmus + KA3 project ACT.



The ACT project is a KA3 project which aims to create innovative citizen pathways for young people with fewer opportunities, by providing them with the opportunity to realise a volunteering project with migrants or refugees in Greece or Italy. The project involves 54 youngsters from the deprived neighbourhoods of Roubaix, Liverpool and Brussels and from Greece and Italy in volunteering projects supporting vulnerable migrants.

The objectives are to:

- Develop volunteering projects to promote the inclusion and integration of unemployed young people at risk of exclusion or victims of discriminations and potential radicalization
- Allow young people to get involved with newly arrived migrants in order to develop values of citizenship, solidarity and tolerance
- Disseminate the good practices of the project and success stories of these young people and to make their experience known in their sending communities, and especially in the deprived neighbourhoods they come from.

The objective of the project is thus to attract other young people towards volunteering projects and to fight against the risks of isolation and violent radicalization.

In order to give the opportunity to participate to young people from different background including those with fewer opportunity, the project covers:

- Flights - Insurance - Accommodation - Local Transport - Pocket Money

Young people be also trained before and on arrival in:

- Intercultural Communication - Fundamental Rights of migrants - Reception and integration of migrants in Greece/Italy.

This tool targets youth workers who will raise awareness of young people on migration and refugee's issues before their volunteering abroad.



This training manual has been designed to be a practical tool to prepare young people in working in an unfamiliar context with refugees and migrants.

The manual should not be seen as an alternative to established training solutions such as the training required before departure regarding health and safety, administrative and linguistic preparation. Although it can certainly be used to supplement and enhance such training. Also, it is strongly recommended to encourage young people to always update in relation to this fast-changing phenomenon, and to go in depth in relation to other topics not covered in this manual, such as migration and media, conflict resolution, political strategies, economic interests and so on.

STRUCTURE OF THE MANUAL

The manual is essentially divided into 2 main parts, the first part starts with an introduction to the ACT Project, the partnership and the Erasmus + Programme, followed by a short introduction to the non-formal education.

The second part of the training manual is constituted by four chapters:



Chapter 1

Refugees in Europe



Chapter 2

Fundamental rights for migrants



Chapter 3

Intercultural communication



Chapter 4

Situation in Greece and in Italy

The first three chapters are designed for a pre-departure training, while the last chapter, regarding migrants and refugees' situations in Greece and in Italy, are intended to be used during the on-arrival training.

Each chapter starts with a short introduction to the topic and the learning objectives of the chapter. The introduction is followed by data and informative text on the topic, together with theoretical approaches and educational forms detailing duration, size of the groups, and methodology of the activities suggested, which are suitable for both groups and individuals. Each chapter ends with the useful sources and links.

The following table aims to facilitate the choice of the activities according to the aims, the size and the duration of the activities.

The manual also provides with evaluation activities, a list of actors in the field of migration, a glossary of key terms and handouts to print for young people.

CHAPTER 1 • Refugees in Europe

ACTIVITY	OBJECTIVES	SIZE OF GROUP	DURATION	
Types of migrants/refugees, presentation of the situation in their original countries	Understand the different types of migration through their definitions.	Minimum 2, no maximum	35 mn	15
Difference between different types of migrants	To be able to understand the difference between the different types of migrants	Alone	5 mn	13
The Syrian war	What do you know about the beginning of the war?	Alone	5 mn	16
The asylum procedure	Understand the general European asylum procedure	Minimum 2, no maximum	45 mn	21
Migrants rights	Challenge stereotypes about migrants' rights	Minimum 2, maximum 6	45 mn	24

CHAPTER 2 • Fundamental rights for migrants

ACTIVITY	OBJECTIVES	SIZE OF GROUP	DURATION	
Do we speak about the same thing?	Understanding the different types of migration through their definitions	Minimum 2, no maximum	35 mn	28
Procedure	Understand the general European asylum procedure	Minimum 2	45 mn	28
Why leaving ?	Educate to the human rights and understand the reason of departure	Minimum 2, no maximum	50 mn	30
Migrants' rights	Challenge stereotypes about migrants' rights	From 2 to 6	45 mn	31

CHAPTER 3 • Intercultural communication

Concepts of ICL	To raise the concepts of ICL through experiencing a situation of cultural clash	At least 12	90 mn	36
The Abigale exercise	Raising awareness of cultural differences and the different values between cultures	Any size	1h15 mn	39
Intercultural communication	Understanding the aspects of intercultural communication	Any size	45 mn	40

CHAPTER 4 • Situation in Greece and Italy

Understanding reception and integration conditions in Greece	The plight of refugees and the social and economic arguments for giving and denying asylum	From 6 to 20	120 mn	44
The town of Oreokastro	To experience real conflicts that can arise in meeting the needs of diverse communities	From 10 to 20	120 mn	49
Yes/no	To explore the right to freedom of belief and education	From 10 to 20	60 mn	51
Border police	Understanding of the situation and background of the immigrants	From 10 to 20	180 mn	52
Migrants' situation	Be aware of the reality of the migrants in Italy	Minimum 2, no maximum	1 day	58
Political debates about migrants	Understand the perception of the migrants by the local population	Minimum 2, no maximum	1 day	61
Law and policy on migrants	Acquire knowledge on the national law and policy on migration	Minimum 2, no maximum	1 day	62
Employment, health and education	Be aware of the integration perspectives of migrants in Italy	Minimum 2, no maximum	1 day	64

Evaluation activities

Different activities	Measure the impact of the training activities on participants learning development	Various solutions	Various solutions	
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*The ACT partnership
is constituted of five
organizations working
in the field of Youth
and/or Migration
from across Europe.*

COORDINATOR



Adice (Roubaix, France)

Since its creation in 1999 in Roubaix, ADICE promotes one main objective: the fight against discrimination and the social promotion of job seekers and youngsters with fewer opportunities. To this end, ADICE allows everyone (youngsters, job seekers) to participate to European and International training and mobility actions.

ADICE considers mobility as a way to integrate, mix and promote people, enabling them to acquire social, professional and intercultural competences.

Website: www.adice.asso.fr

PARTNERS



Merseyside Expanding Horizons

Merseyside Expanding Horizons (Liverpool, United-Kingdom)

MEH is a non-profit (voluntary sector) organization based in Liverpool, UK, acknowledged as a specialist agency with skills in the direct delivery and commissioning of services for people facing social exclusion. As an infrastructure organization, MEH works across the region of Merseyside bringing together Merseyside based voluntary, private and public-sector agencies to promote and generate multi agency and cross sector working around key issues relevant to social inclusion. This is on a local, regional, national and European level.

Website: www.expandinghorizons.co.uk



Dynamo International Mobilité (Brussels, Belgium)

Dynamo International Mobilité is a personalized support service for the construction of international projects. They accompany, inform and / or guide young people aged 13 to 25 on the possibilities of carrying out an individual or collective project of international mobility.

Website: www.dynamob.org



Per Eempio Onlus (Palermo, Italy)

Per Eempio Onlus is a non-profit organization born in Palermo in 2011 and created by the cooperation between a group of young workers with different professional experiences who decided to address their skills towards the service sector. Our aim is to blend professional wishes with the will to encourage a positive change inside our reference social context. The organization's field of action are: design and development of action aimed to subjects in danger of marginalization, promotion of mobility opportunities, training and non-formal education. The role of Per Eempio is carried out both at local and international level, in fostering cultural exchanges and good practices.

Website: www.peresempionlus.org



USB «United Societies of Balkans» (Thessaloniki, Greece)

USB «United Societies of Balkans» is a Non-Governmental Organization, founded in Thessaloniki in 2008 by a team of active young people, socially sensitized, and with rich experience around voluntary programs. Their vision was the promotion of youth mobility, youth involvement in volunteering and their further sensitizing around social issues.

Balkans and Eastern Europe are geographical regions with many cultural features which offer a broad spectrum of actions and youth involvement initiatives. The organization was created as a respond to the pressure of constant changes in the Balkan and Eastern European region and under the need for the creation of a better social environment. Key areas of the organization's activities concern the defence of human rights, the organization of youth exchanges and training courses, which will bring young people from Balkans and Europe together, the organization of local educational seminars and multimedia production.

Website: www.usbngo.gr



Social Youth Development, KANE (Kalamatha, Greece)

Social Youth Development, KANE, is a non-profit organization situated in Kalamata, Greece. Our main target group is young people aged 15-30, youth workers, youth leaders, mentors and trainers. However, we are also working with all the local community. KANE's vision is to foster youth motivation in order to take initiatives and become more active citizens. KANE's mission is to provide educational and training opportunities for youth and people that work in the youth field. KANE also aim at fighting discrimination, fostering intercultural and social development, and promoting social inclusion and equality, particularly for young people. At organizational level, KANE promote cooperation among local, regional and international organizations and public bodies.

Website: www.ngokane.org



Erasmus+

Erasmus+ is the European Union Programme for education, training, youth and sport. It runs for seven years, from 2014 to 2020, with organizations invited to apply for funding each year to undertake creative and worthwhile activities.

The ACT project belongs to the programme Social Inclusion through Education, Training and Youth / Key Action 3, Strand 2 - Large-scale volunteering projects.

The activities to be financed under this call may include (not exhaustive list):

- Voluntary activities of young people aged from 17-30 resident in an eligible country with duration from 2 to 12 months;
- Targeted awareness-raising and dissemination activities, including information material and effective communication strategies;
- Conferences, seminars, workshops and meetings with policy and decision makers;
- Operational or policy recommendations in the field of volunteering that are relevant to the situation of newly arrived migrants;
- Supportive approaches and outreach practices addressing young people from the disadvantaged groups of young people;
- Evaluation activities.

In order to ensure the success of the volunteering activities of young people recruited by the sending organizations and to ensure the best possible support, the partners have jointly created a training course for young people with fewer opportunities in order to enable them to work with migrants and/or refugees.

This training aims to give an understanding of the following items

INTERCULTURAL COMMUNICATION

The aim of this training is to increase participants' awareness and knowledge of cultural diversity in order to enhance their ability to engage with and serve recently arrived immigrants.

General objectives

- Engaging with culturally diverse communities: understand the reasons and benefits of engaging with people from culturally and linguistically diverse communities
- General cultural awareness: acquire cultural self-awareness and an understanding of the fundamental difference between cultures that are most likely to influence communication and relationships in the volunteering engagement process
- Cross-cultural communication: learn about the key elements of cross-cultural communication and basic strategies to ensure effective and appropriate interactions between people from a wide range of diverse cultures.

FUNDAMENTAL RIGHTS

The aim of this training is to increase participants' awareness and knowledge of the fundamental rights of migrants in an irregular situation (those who do not fulfil conditions for entry, stay or residence in the European Union. These migrants are indeed at high risk of exploitation in the labour market, often filling market gaps by working at dangerous, dirty or degrading jobs. Their housing situation can be precarious. Their right to healthcare is unevenly protected; their children's right to education remains unclear.

General objectives are to inform future volunteers on

- access to the territory and to procedures (the Schengen visa regimes, border checks, transit zones, asylum seekers, push back at seas)

- the different status of the migrants:
 - asylum seekers
 - recognized refugees and those recognized as being in need of subsidiary protection
 - victims of trafficking and of particularly exploitative labour conditions
 - migrants in an irregular situation
 - long-term residents
 - stateless persons and the loss of citizenship or documents
- the different fundamental rights of migrants:
 - Access to healthcare
 - Access to education
 - Non-removable irregular migrants
 - Access to justice
- the asylum procedures, the right to asylum, the principle of non-refoulement and the legal assistance in asylum and return procedures
- family reunification
- detention and restrictions to freedom of movement
- economic and social rights
- the rights of person with specific needs such as unaccompanied minors, victims of human trafficking, persons with disabilities and victims of torture and other serious forms of violence.

REFUGEES AND MIGRANTS IN EUROPE

The aim of this course is to inform future participants on the context of the current refugee crisis in the European Union. The objective is for the participants to better understand where the current migrants come from, which debates they raise, which kind of migrants are coming and which integration can be foreseen, and how.

Future volunteers need to learn about:

- what is the refugees' crisis: economic migrants, refugees and asylum seekers;
- the crisis in the Mediterranean Sea
- the Schengen area
- the agreement with Turkey
- the number of migrants arriving each day, month, year, and their country of origin
- the Syrian war

RECEPTION AND INTEGRATION CONDITIONS OF THE MIGRANTS/REFUGEES IN GREECE AND ITALY

The aim of this course is to inform future participants on the context of the current refugee crisis more specifically in Italy and in Greece where the volunteering projects will take place. Indeed, it is in Greece and Italy that the vast majority of refugees and migrants first arrive in the EU. Many of these people eventually want to reach other EU countries such as Germany or Sweden.

But providing these people with food, water and shelter is an enormous strain on the resources of Greece and Italy.

The objective is for the participants to better understand where the current migrants in Italy and Greece come from, which debates they raise and which integration can be foreseen, and how.

Future volunteers need to learn about:

- The number of refugees entering Italy and Greece
- The treatment in these countries (camps and rights)
- The countries the migrants come from
- The current debates in these countries
- The perspectives of integration in Italy and Greece
- The social aid they can benefit from
- The role of the civil society in the integration of the migrants in Italy and Greece

Methodologies

Non-formal education, strengths and aims

As the final learners of this training are young people, the consortium decided to use non-formal education as the main approach. Here we share two main definitions and below you can find the main characteristics of formal, non-formal and informal education.

1 • DEFINITION 1

Learning which is embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support).

Non-formal learning is intentional from the learner's point of view¹.

2 • DEFINITION 2

Education that is institutionalized, intentional and planned by an education provider. The defining characteristic of non-formal education is that it is an addition, alternative and/or a complement to formal education within the process of the lifelong learning of individuals. It is often provided to guarantee the right of access to education for all. It caters for people of all ages, but does not necessarily apply a continuous pathway-structure; it may be short in duration and/

or low intensity, and it is typically provided in the form of short courses, workshops or seminars. Non-formal education mostly leads to qualifications that are not recognized as formal qualifications by the relevant national educational authorities or to no qualifications at all. Non-formal education can cover programmes contributing to adult and youth literacy and education for out-of-school children, as well as programmes on life skills, work skills, and social or cultural development².

Non-formal education activities take place outside the formal educational system. This approach usually is flexible, learner-centred, contextualized and uses a participatory approach. There is no specific target group.

Learning by doing is an experiential way of learning and is more specifically defined as «learning through reflection on doing». Traditional learning is a form of experiential learning but does not necessarily involve students reflecting on their product.

Peer education is based on the reality that many people make changes not only based on what they know, but on the opinions and actions of their close, trusted peers. For that reason, peer education means sharing values, behaviour, attitudes, knowledge, experiences among a group of people.

Role-play is a technique that allows participants to explore realistic situations by interacting with other people in a managed way in order to develop experience and try different strategies in a supported environment. Depending on the intention of the activity, participants might be playing a role similar to their own (or their likely one in the future) or could play the opposite part of the conversation or interaction. Both options provide the possibility of significant learning, with the former allowing experience to be gained and the latter encouraging the participants to develop an understanding of the situation from the 'opposite' point of view.

These educational approaches:

- are highly enriching;
- build an individual's skills and capacities;
- are more engaging/active participation/sense of initiative;
- are more practical than theoretical;
- allow to share values, attitudes, behaviour and life experiences.

¹ Source: *Terminology of European education and training policy- a selection of 100 key terms*. CEDEFOP, Luxembourg: Office for Official Publications of the European Communities, 2008. <http://www.cedefop.europa.eu/EN/publications/13125.aspx>

² Source: *UIS glossary*, UIS-UNESCO. <http://uis.unesco.org/en/glossary>

Whether you are planning activities for young people, here are 4 types of team building games that are well-suited for young people.

Teamwork

Activities that focus on teamwork help participants to develop their social skills. They learn how to communicate their ideas and point of view, and how to cooperate with others to reach a goal.

Leadership

Team building games that develop leadership qualities allow participants to take ownership of a task and see it through from start to finish. They learn how to manage resources, listen to input from other team members, and exercise their problem-solving skills.

Trust building

Team building activities that build trust are great for providing a channel for teenagers to connect with each other. It develops their interpersonal and communication skills.

Creative thinking

Group games that encourage creative thinking are great fun and perfect for young people. Give your

group of teenagers an opportunity to imagine possibilities, execute their ideas and refine those ideas if they do not work.

When delivering team building activities for young people, it is common to encounter reluctance when it comes to completing a task. By framing a group game as a competition or challenge, you ignite their competitive spirit. Ensure that the goal is difficult but attainable; having a goal that seems impossible to reach can demotivate your group and lead to a lack of active participation.

The role of the facilitator/trainer is key when it comes to team building games. It is crucial to create an environment of support and trust so that your group do not fear failure. Give them the encouragement and space to explore and experiment during the activity, and provide a guiding hand when necessary. You may also need a higher ratio of facilitators/trainers to participants to ensure that the activity goes smoothly.

If you are conducting a competitive team building activity, be sure to clearly communicate the rules, boundaries and safety considerations of the activity. Be vigilant during the game and watch out for the safety of the participants. Some may cheat or try to push the boundaries of the activity in order to win so be willing to penalize rule-breaking or disqualify cheating participants from the game.

EDUCATIONAL METHODOLOGY	FORMAL EDUCATION (E.G. SCHOOL)	NON-FORMAL EDUCATION (E.G. YOUTH EXCHANGE) OF GROUP	INFORMAL EDUCATION (E.G. PLAYING FOOTBALL)
ADVANTAGES	<ul style="list-style-type: none"> • Known form of education • Trained teachers • On a regular basis • Leads to a formally recognized credential 	<ul style="list-style-type: none"> • Informal • Flexibility in organization and methods • Acknowledging the importance of education • After-school programs • Community based organizations • Can lead to greater confidence in formal classroom 	<ul style="list-style-type: none"> • Anywhere and anytime • can take place in almost any other location • use a variety of methods • lifelong education
DISADVANTAGES	<ul style="list-style-type: none"> • Formal • Rigid • Program • Classroom-based • Educational standards • It does not consider the students' standards, values and attitudes 	<ul style="list-style-type: none"> • Drop-in: attendance is inconsistent • It doesn't result in a degree /diploma • Teachers are not necessarily qualified or trained but have experience 	<ul style="list-style-type: none"> • Tends to be unpredictable • Going with the flow • Conversations or internet may have wrong information

CHAPTER 1

Refugees and migrants in Europe



CHAPTER 1



1.1 Understanding the global context of the migration crisis

Many vulnerable people are coming to the European Union to seek asylum.

This is a form of international protection that is given to people fleeing their home countries and who cannot return due to a well-founded fear of persecution. The EU has a legal and moral obligation to protect those in need. Member States are responsible for examining asylum applications and for deciding who will receive protection.

But not everyone coming to Europe needs protection. Many people leave their home country in an attempt to improve their lives. These people are often referred to as economic migrants, and if they are not successful in their asylum application then national governments have an obligation to remove them to their home country, or another safe country which they have passed through.

Thousands of people have died at sea attempting to

THEMES TO ADDRESS

The Syrian war

Economic migrants and their countries of origin

The crisis in the Mediterranean Seas

Current debates in the European Union and in some countries

The Schengen area

The agreement with Turkey

The different immigrations (for employment, training or family reunification) and the perspectives of integration (education, employment, accommodation, sex equality, civil society)

reach the EU. Almost 90% of the refugees and migrants have paid organised criminals and people smugglers to get them across borders. As a result, they are known as migrants in irregular situation - that is, they have not entered the EU through legal means.

Providing people with food, water and shelter is an enormous strain on the resources of some EU Member States. This is especially the case in Greece and Italy, where the vast majority of refugees and migrants first arrive in the EU. Many of these people eventually want to reach other EU countries such as Germany or Sweden. This has caused problems too in Member States which migrants have been passing through in order to get to their final destination, for example Croatia, Hungary, Austria and Slovenia.

THE TRIGGERING EVENT³

The main reasons behind migrations from Africa are the following:

- Coming from the south, migrants might flee the vestiges of wars that have left entire nations in ruin.
- From the east, they might escape a life of indefinite military servitude and violent conflict.
- From the west, they might evade destitution and governments that arbitrarily jail whomever they please.

Some arrive by choice, others by force. But Libya is the place where most migrants prepare to face the deadliest stretch of the Mediterranean Sea.

Why Libya?

The challenge Libya poses for policymakers is that the root of its wave of migration does not come from a single source: migrants are fleeing massively from at least a dozen different countries.

The story of Libya's escalating migration crisis originates from the threads of instability left behind by a toppled dictator, Muammar Gaddafi, and the power vacuum filled by rivaling factions vying to take his place.

Two indigenous Saharan tribes, the Tuareg and Tebu, have fought for control and legitimacy ever since the Libyan government collapsed in 2014. Migrants are often caught in the middle of the power struggle, with



U.S. Navy photo by Mass Communication Specialist 2nd Class Jesse B. Awalt/Released

³ From MSNBC, Amanda Sakuna "Damned for trying" with Magnum Photos.

many facing arbitrary and indefinite detention.

This chaos allowed smuggling networks to thrive, suddenly opening up a lucrative market designed to profit off trading humans like other goods and commodities.

The country's 1,100-mile coastline has effectively become an open border without government forces to monitor who comes and who goes. Smugglers have filled the void, willing to tightly pack hundreds of migrants at a time into flimsy vessels and shuttle them to Italy.

Captured migrants from sub-Saharan countries are taken to detention centres across Libya. Humanitarian groups allege that some migrants are held as long as four years without seeing any judicial review.

After Gaddafi

The problems driving migration through the northern fold have been festering for decades. But for a short time, world leaders were able to keep the wave from spilling over into Europe. Gaddafi used to serve as "protector" to his country's maritime border, promising that, for a sizable compensation from Europe, makeshift loads of human cargo would not suddenly arrive in search of refuge on Italian shores.

The European Union in 2008 cut a deal with the dictator, agreeing to pay \$500 million to let him regulate the migratory flow. Italy later redoubled that deal. Gaddafi received an additional \$5 billion over 20 years, a financial package intended to right the wrongs of colonialism, on the condition that he kept a tight grip on the border.

Gaddafi in 2010 did little to hide the racial subtext in his threats to Western leaders: Without him, their countries would be flooded with unwanted foreigners.

«Europe runs the risk of turning black from illegal immigration,» Gaddafi warned. «It could turn into Africa.» Gaddafi tapped into the ugliest part of the European public's fear of immigrants and concerns that their communities would falter under the weight of rapid migration.

But in the time since Gaddafi's fall from power and subsequent death in 2011, international attention on the flood of migration has grown, reflecting the level of desperation that fuelled the crisis. Suddenly, it wasn't just migrants arriving in Italy by the thousands - a disturbing number of corpses were also washing up on shore.

Smuggling routes across the central Mediterranean Sea mark the deadliest point of all migration in the region. More than 3,000 people have tried to cross from Libya to the Italian coast.

UNDERSTANDING THE DIFFERENCE BETWEEN 'MIGRANT' AND 'REFUGEE'

To define «migrant» is quite difficult. In fact, migration is a process of moving, either across an international border or within a country, encompassing any kind of movement of people, regardless of the causes. In that sense, there are several types of migrants. It is essential to understand the distinction between them to comprehend the actual "crisis".

According to the United Nations, we can distinguish four main mobility flows⁴:

- North - North
- North - South
- South - South
- South - North

People can also migrate in their own country - national migrants.

In Europe the countries which have hosted the biggest **immigrants** number in 2014 was Germany (884 900), United Kingdom (632 000), France (339 900), Spain (305 500) and Italy (277 600).

Spain registered the biggest **emigrants** number (400 400) in 2014, Germany (324 200), United Kingdom (319 100), France (294 100) and Poland (268 300)⁵.

At international level the first countries hosting migrants are:

1. United-States,
2. South Arabia,
3. Germany,
4. Russia,
5. United Arab Emirates,
6. United Kingdom,
7. France,
8. Canada,
9. Spain,
10. Australia⁶.

The first ten countries for emigration are:

1. India,
2. Mexico,
3. Russia,
4. China,
5. Bangladesh,
6. Pakistan,
7. Philippines,
8. Afghanistan,
9. Ukraine,
10. United-Kingdom.

^{4/5} <http://www.afd.fr/webdav/shared/PORTAILS/SECTEURS/CIT-Migrations.pdf>

⁶ <http://www.banquemondiales.org/fr/news/press-release/2015/12/18/international-migrants-and-remittances-continue-to-grow-as-people-search-for-better-opportunities-new-report-finds>

It is important to understand that there is a difference between 'migrants' and 'refugees'. According to UNHCR, **refugees** are persons fleeing armed conflict or persecution.

Their situation is often so perilous and intolerable that they cross national borders to seek safety in nearby countries, and thus become internationally recognized as «refugees» with access to assistance from States, UNHCR, and other organizations. They are so recognized precisely because it is too dangerous for them to return home, and they need sanctuary elsewhere. These are people for whom denial of asylum has potentially deadly consequences ⁷.

Migrants choose to move not because of a direct threat of persecution or death, but mainly to improve their lives by finding work, or in some cases for education, family reunion, or other reasons. Unlike refugees who cannot safely return home, migrants face no such impediment to return. If they choose to return home, they will continue to receive the protection of their government ⁸.

RESOURCES TO GO IN DEPTH

- <http://www.coe.int/en/web/compass/migration>
- <https://www.iom.int/key-migration-terms>
- http://ec.europa.eu/eurostat/statistics-explained/index.php/Migration_and_migrant_population_statistics/fr

ECONOMIC MIGRANTS

All refugees are migrants; however, it does not mean that every migrant is refugee. A migrant goes to another country for economic, climatic or political reasons. Even if it is difficult to distinguish it on the humanitarian plan. The UE does not consider migrants and refugees similarly.

Example of Eritrea

Eritreans are the biggest group coming to Europe through the Sahara, Libya and the Mediterranean, the deadliest migrant route in the world.

According to UNCHR, 7 in 10 people found crossing the Mediterranean are economic migrants.

Eritreans constitute the second largest group of refugees in Europe and form a significant proportion of those still coming to Europe. Especially since 2001, the human rights situation in Eritrea has shown a rapid and significant deterioration, with the Constitution suspended and no political opinion other than the government's ideology tolerated inside the country.

The country is ranked 177th over 187 nations on its living conditions. The life expectancy for woman is

63 and for men 59. It's a very poor country despite a strong economic growth boosted by the mining industry since 2012.

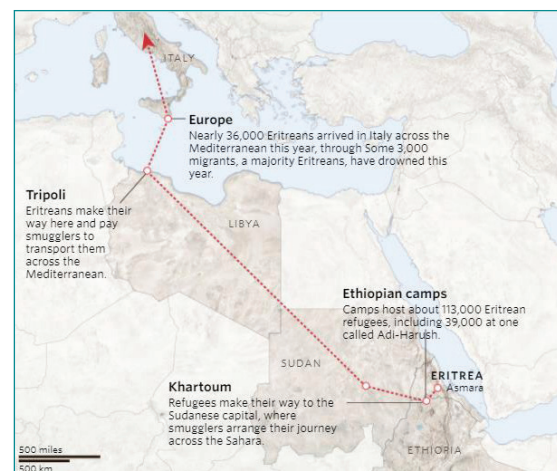
The reason for fleeing is mainly the compulsory military service which starts automatically after the studies for an undefined period of around 10 years (girls are raped, boys beaten and humiliated).

Why Europe?

Interviews conducted with Eritrean refugees in Ethiopia, Sudan and the UK demonstrate that Eritreans are forced to continue their journey because they cannot secure safety and security in Israel, Ethiopia or Sudan. In all three countries, a large number of Eritreans live in refugee camps.

In general, the desperate situation in the neighbouring countries not only pushes them to move on in the hope of finding better conditions but also aggravates Eritreans' vulnerability, making them easy prey for smugglers who lure them with false promises of opportunities for leading safe and secure lives in Europe.

Thousands of Eritreans, however, have died while crossing the Mediterranean Sea to reach Europe. To date, there is no legal or safe way to reach Europe. Having landed in Malta and Italy, Eritrean refugees have had once again to escape harsh conditions and border controls and travel on to other parts of Europe. The movement of Eritreans into Europe is just one aspect of their search for a secure and peaceful life, something which was not achievable in the countries neighbouring Eritrea. As long as the reasons for migration are left unaddressed, and their safety and a decent life are unattainable closer to home, desperate migrants will continue to risk treacherous crossings on unseaworthy boats.



Source: U.N. High Commissioner for Refugees; interviews with refugees

^{7/8} In UNHCR viewpoint: 'Refugee' or 'migrant' - Which is right? UHCR, 11 July 2016 <http://www.unhcr.org/news/latest/2016/7/55df0e556/unhcr-viewpoint-refugee-migrant-right.html> UNHCR - the UN Refugee Agency

ACTIVITY

Types of migrants/refugees

presentation of the situation in their original countries ⁹



Objectives: Understand the different types of migration through their definitions



Material:

- Flipcharts for each type of migration
- Felt Pen
- Definition for each type of migration



Size of Group:

Minimum 2 people /no maximum



Duration: 35 min

Methodology:

Use of the rules of the Pictionary by asking to all the young people to draw and make guess to the other what is this category of migration. When the group found the answer, we will try to make together a definition. When is it done we will confront our definition to the official one. Repeat the exercise for the all definitions.

Generally we distinguish two main categories: internal ¹⁰ and international migration; at their turn they are divided in several categories based on different reasons ¹¹: Economic, Social, Cultural, Educational, Environmental and Health factors.

Temporary labour migrants (also known as guest workers)

Highly skilled and business migrants: professionals, who move within the internal labour markets of transnational corporations and international organisations, known as "brain drain".

Irregular (or undocumented, unauthorised) **migrants:** people who enter a country without the necessary documents and permits

Family members: who join their close relatives who have already migrated

Return migrants: people who return to their countries of origin after living for a period in another country.

Forced migrants: refugees, asylum seekers, or people forced to move due to external factors, such as armed conflicts or environmental disasters

Refugee «is someone who is unable or unwilling to return to their country of origin owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion». The official status of refugee is defined by the international law (the Geneva Convention of 8 July 1951 and the New York Protocol of 1967).

Asylum-seekers are «individuals who have sought international protection and whose claims for formal

refugee status have not yet been determined.»

Internally displaced persons (IDPs) are people «who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalised violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognised state border.»

Environmental factors: People leaving their country due to natural disasters (e.g.: flood or desertification), lack of natural resources or climate change.

Definition of stateless people: a person who has no country that they ¹².

Main raisons: when a state dissolves and separates in a different states (i.e. Soviet Union, former Yugoslavia, etc); conflict laws due to parents different nationalities; children are not registered and do not have a birth certificate, etc. ¹³

⁹For French participants, you can also use this link: <https://www.thinglink.com/scene/697828785063460865>

^{10/11} Internal migration - people moving in another city/region of their own country, from rural to/from urban areas from different reasons, generally economic or for education, but not for political reasons (https://en.wikipedia.org/wiki/Internal_migration)

¹²<http://dictionary.cambridge.org/fr/dictionnaire/anglais/stateless>) checked on the 2nd August 2017

¹³<http://www.unhcr.org/news/latest/2007/5/464dca3c4/qa-worlds-15-million-stateless-people-need-help.html> checked on the 2nd August 2017

REFUGEES

The Syrian war

Syria is a very young country with 22 million inhabitants in the Middle East, along the Eastern shore of the Mediterranean Sea. It is a very diverse country, ethnically and religiously but most Syrians are ethnic Arab and follow the Sunni branch of Islam.

Bashar al-Assad, became president in 2000. He succeeded to his father, who was in power since 1970. Bashar belongs to a part of the Shiite's branch: the Alawites.

The country underwent some liberalization after Bashar became president, but the pace of change soon slowed. Critics were imprisoned, domestic media tightly controlled and economic policies often benefited the elite.

The Arab Spring led opponents of Bashar's policy, to manifest. In fact, pro-democracy protests erupted in March 2011 after the arrest and torture of a group of teenagers who had painted revolutionary slogans on their school's walls in the southern city of Deraa.

Security forces opened fire during a march against the arrests. Then Bashar kept repression actions toward the population. The manifestations and conflicts quickly spread to other cities of the country such as Damascus, Hama or Alep.

In July 2012, the International Red Cross said the violence in Syria had become so widespread that it was in a state of civil war. With many supporters on his side, the president refused the resignation which extended the conflict.

Who are the actors of the conflict?

The opposition - that is, those who all want the president to step down - is made up of several kinds of people. These include groups of:

- rebel fighters,
- political parties who disagree with Assad
- those living in exile who cannot return to the country.

It is thought there could have been as many as 1,000 different groups opposing the government since the conflict began, with an estimated 100,000 fighters.

To sum up

- Pro-Assad, who defend the regime in place.
- The rebels want to create a new, more democratic government.
- Islamists, who seek to seize power, but do not agree with each other. Three movements are present: Jabhat al Nosra, Jaish al Fatah and Daesh.
- The Kurds, in the North, who claim the independence of Kurdistan.

EXERCICE

What do you know about the beginning of the war?

You have 5 minutes to write on papers the main words that come to your mind.
Discuss about it with the rest of the group.

Do you know the difference between the Sunni and Shiite?

In Islam there are 2 branches: the Sunni and the Shiite. The historical reason of the separation comes from the question of who is the most legitimate successor for the community.

The second major difference resides in the fact that for the Shiites there is a clear separation between the religious authority (clergy) and the politic authorities. Therefore, for the Shiite there is a structured clergy. However, there is no distinction for the Sunni branch. Along history, we can notice that there was a lot of conflict between these two branches that contributed to reinforce the separation:

- 1979: Iran Revolution
- Conflict between Saudi Arabia and Iran (Iran considers that SA is too close to the USA)
- Iraq: the Shiites took back power after Saddam Hussein's fall.

Can you classify the country into one the branches?

SHIITES

Iran	(80%)
Iraq	(50%)
Lebanon	(25%)
(Hezbollah: political movement)	
Yemen	(45%)
Bahrein	(50%)

SUNNI

Saudi Arabia	(97%)
Daech	
Jordan	(95%)
Soudan	(70%)
Emirates	(87%)
Kuwait	(79%)
Qatar	(95%)
Afghanistan	(84%)
Syria	(85%)



Opponents in Deraa,
March 23, 2011
(picture AFP).

Is there anyone else involved?

Complicating the situation further, the crisis in Syria has become more than just a war between people who are for or against President Assad.

In early 2014, in neighbouring Iraq, an extremist group that calls itself Islamic State - or ISIS or Daesh - began to take over large areas of the country. ISIS is a radical militant group which has used violence against anyone who doesn't agree with their extreme views. They have also persecuted other groups, including Christians and Yazidis.

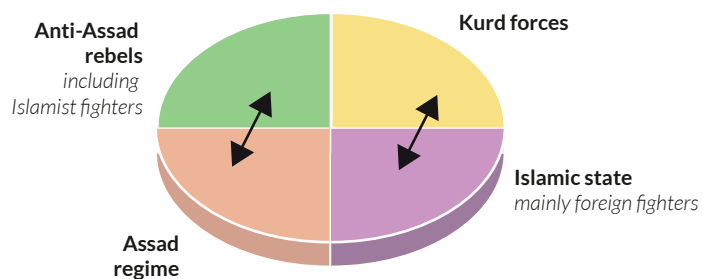
They later moved into eastern Syria and, in the chaos of the war, they were able to gain land and power there too. Now, both Assad's forces and the rebels are having to fight a separate conflict against the terrorist group ISIS at the same time.

To try and stop ISIS, in September 2014 the US, UK and other countries joined forces, using planes to attack their fighters on the ground in Iraq. These attacks are known as airstrikes.

>>>



Bombing on Alep, November 2015, AFP photo



4 main actors

- Assad regime
- Rebel forces including Islamist fighters
- Kurd forces
- Islamic state

Source: «Comprendre la situation syrienne en 5 minutes» Le Monde, octobre 2015

>>> In this coalition, the United States, France and the United Kingdom defend the Syrian opposition, fight Daesh and wish Bashar al-Assad's departure. Turkey, which is also part of the coalition, shares these objectives but also fights the Kurdish forces. Russia and Iran are fighting the Syrian opposition and Daesh. But they support Bashar Al-Assad.

Finally, like the coalition, Saudi Arabia and Qatar defend the Syrian opposition against Bashar. But the two countries are not participating today in the fighting against Daesh. In addition, in December 2015, Saudi Arabia launched an Islamic coalition against terrorism. It includes 34 countries, including Egypt, Turkey, Pakistan and Senegal, and promises to coordinate actions against Daesh in Syria.

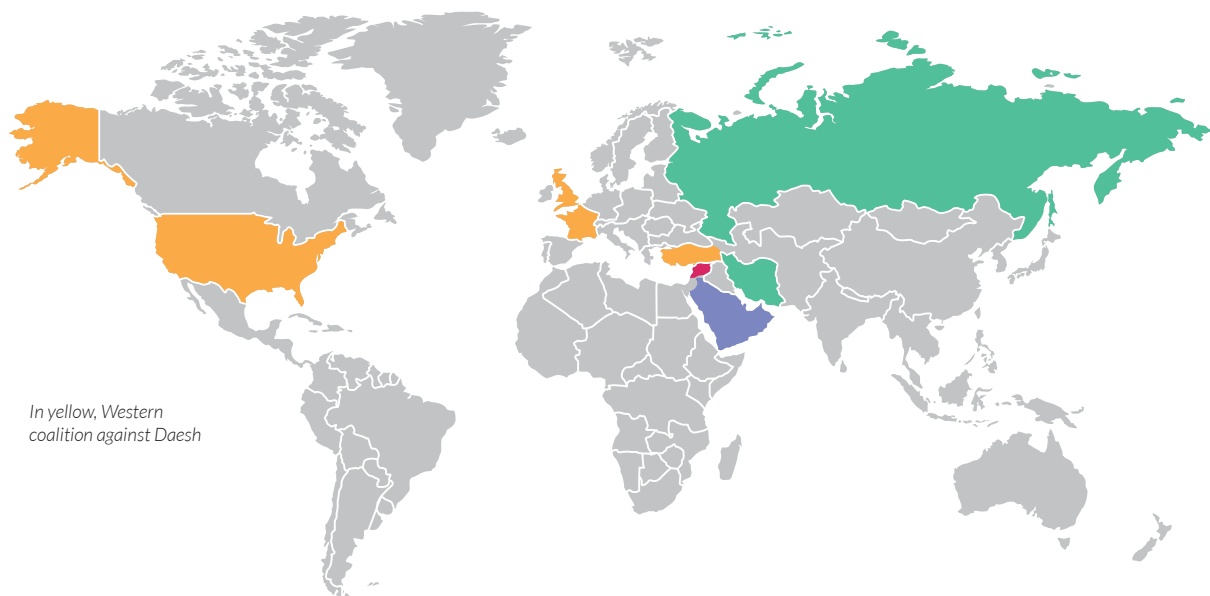
What has been the impact of the war on people living in Syria?

The war has meant that millions of ordinary people living in Syria have had to escape from their homes in order to find somewhere safer to live.

Some have stayed in Syria, while others have left the country entirely.



Source: «Understanding the Syrian situation in 5 minutes»,
Le Monde, October 2015



In yellow, Western
coalition against Daesh

AGAINST BASHAR AL-ASSAD

Rebels and political parties
Free Syrian Army

Supported by

- Arab League
- Turkey

(evolution of her position)

- Saudi Arabia
- Qatar
- Kurds
- France/ USA/ UK

FOR BASHAR AL-ASSAD

The Syrian government
and the army

Supported by

- Russia
- Iran
- Lebanon Hezbollah
- China

ISLAMIST GROUPS

Jabhat al Nosra
Jaish al Fatah
Daesh

THE KURDS

In the north of Syria
Fight against IE
Independence of Kurdistan

Of those that have left Syria, many have fled to the neighbouring nations of Jordan, Lebanon, Turkey and Iraq.

When people are forced to leave the country where they live like this, they become known as refugees. The conflict in Syria has caused one of the largest refugee movements in recent history.

Many refugees have made the decision to try to reach Europe, which can be a long and dangerous journey. This is because some countries in Europe have said they will accept refugees who want to start a new life here.

Millions of people both inside and outside Syria are in desperate need of help, but aid agencies say that getting aid to people inside the country is very difficult and dangerous.

In September 2016, a convoy of aid lorries was hit by an attack, meaning the UN announced it would be stopping all aid in Syria. People trying to carry on their lives in this country are in desperate need for the situation to change.

Everyone in Syria will know people who have died in this conflict, but the exact number of those who are gone may never be known.

What else do we need to know about this war?

One other topic that has been widely discussed about the war in Syria is about the weapons that have been used.

There is an international law which bans countries from using chemical weapons in warfare, as they are deemed too cruel to use on other human beings.

However, it was reported that chemical weapons were used during the war in Syria (this was later confirmed), which caused a great deal of anger around the world. Other countries then had to decide how they were going to respond. The Syrian government denied that it was responsible.

The principle “Neither Bashar nor Daesh”, seems to be shared by France and its occidental allies. But the crisis of the Summer of 2013 clearly showed that France lacks the means to act alone. When strikes were envisaged in August/September of 2013 as a response to chemical attacks waged by the regime, France was prepared to intervene but then renounced, forced to follow the decision of the Americans.

Maintaining a position perceived as intransigent, plagued with the problem of terrorism, France became more and more isolated. Following the terrorist attacks in Paris in January and November 2015, and confronted by the influx of refugees, the French were forced to revise their position in order to respond to public opinion. In September 2015, they began air attacks in Syria against the IS, but they have not been able to establish a global strategy.

In September 2013, Russia suggested that [the Syrian government should give up its chemical weapons](#) and agree to destroy them so they can never be used again.

The process of destroying the weapons began in October 2013 and the people working on this project were awarded the Nobel Peace Prize later that month.

So, what next for Syria?

It doesn't look like the fighting is likely to end any time soon.

There is a stalemate between the two sides. This means that the government forces and the rebel groups are unable to defeat each other or agree on the future.

Caught in the middle of these wars, the Syrian people have lost their homes and members of their family.

Lots of countries are trying to continue to supply aid, such as food and emergency supplies, but the US and Britain said they had to stop all other support as they feared the equipment may be stolen by people who they did not support.

For now, discussions continue between powerful nations like the US, Russia, Britain and France, to try to work out if there is another way to help Syria achieve peace. But for the time being, the conflict continues.

RESOURCES TO GO IN DEPTH

- http://www.lemonde.fr/proche-orientvisuel/2016/03/15/du-soulevement-populaire-au-conflit-international-cinq-ans-de-guerre-en-syrie_4882825_3218.html



DATES AND FIGURES

Global numbers of the migrants ¹²

2014: 216 054

2015: 520 000

2016: 300 000

Migrants from Syria

The Syrian population has decreased 23% due to the number of victims, but also because of the decrease of births: 50% less than in 2011.

More than 4.8 million Syrians have left the country to take refuge in neighbouring countries, in Europe and less frequently in the Gulf countries or in the US. >>>

¹² Source: United Nations High Commissioner for Refugees - HCR



>>> There are also between 7 and 8 million Syrians displaced inside their country.

Refugees	4 819 494
Turkey	2 733 044
Lebanon	1 033 513
Jordan	657 099
Iraq	249 395
Egypt	117 168
North Africa	29 275

Around 10% of those who have left the country leave in refugee camps (almost 500 000 people).

If we total the number of Syrians displaced inside and outside the country, one out of two Syrians no longer lives in his home.

Political asylum requests between April 2011 and May 2016

Europe	1 066 844
Germany	354 038
Serbia	313 656
Sweden	110 579
Hungary	72 505
Netherlands	32 070
France	12 142

The Gulf countries, including **Qatar, Saudi Arabia, Kuwait, Bahrain, Saudi Arabia, and Russia, Japan, Singapore and South Korea, have not offered any reception facilities for Syrian refugees.**

EU POLICY AND INTERNATIONAL AGREEMENTS



Figure 2 © Chappatte in NZZ am Sonntag, Zürich

EXERCISE

Discuss the following cartoon with the participants and allow them to debate:
What do they think of it, do they agree?
What does it mean?

Triton

Operation Triton is a border security operation conducted by Frontex, the European Union's border security agency.

The operation, under Italian control, began on 1 November 2014 and involves voluntary contributions from 15 other European nations (both EU member states and non-members). Current voluntary contributors to Operation Triton are Croatia, Iceland, Finland, Norway, Sweden, Germany, the Netherlands, France, Spain, Ireland, Portugal, Austria, Switzerland, Romania, Poland, Lithuania and Malta.

The operation was undertaken after Italy ended Operation Mare Nostrum, which had become too costly for a single country to fund; it was costing the Italian government €9 million per month for an operation that lasted 12 months. The Italian government had requested additional funds from the other EU member states but they did not offer the requested support.

The agreement with Turkey



Turkey has agreed to take back any asylum seekers who land in Greece, starting from Sunday. In theory this means the closure of the Aegean smuggling route, via which more than 850,000 people reached Greece from Turkey last year.

The European Union has promised to give Ankara €6bn (£4.7bn) to help the estimated 2.7 million Syrians now stuck on Turkish soil. It will also become easier for Turks to get European visas. For each Syrian returned to Turkey, Europe has promised to accept another Syrian living in a Turkish camp - though if the Aegean flow stops, this mechanism is not likely to see much use.

Will this end all migration to Europe?

It will almost certainly cut numbers, but historical migration patterns consistently show that when one route closes, another one opens.

Is Turkey safe for refugees?

The EU suddenly deems it safe, but it has not previously done so - and with good reason. Turkey is not fully signed up to the UN refugee convention; has broken international law by sending back refugees to Syria; and, despite new labour legislation, does not in practice offer most Syrians genuine access to legal work.

ACTIVITY

Context: After defining, exploring reasons of departure, understanding the gap between rights in international texts and the reality that migrants face, it is time to understand the asylum procedure in Europe.



Objectives: Understand the general European asylum procedure



Material:
Pictograms from the migrant's Diagram



Size of Group:
Minimum 2 people



Duration: 45 min

Methodology:

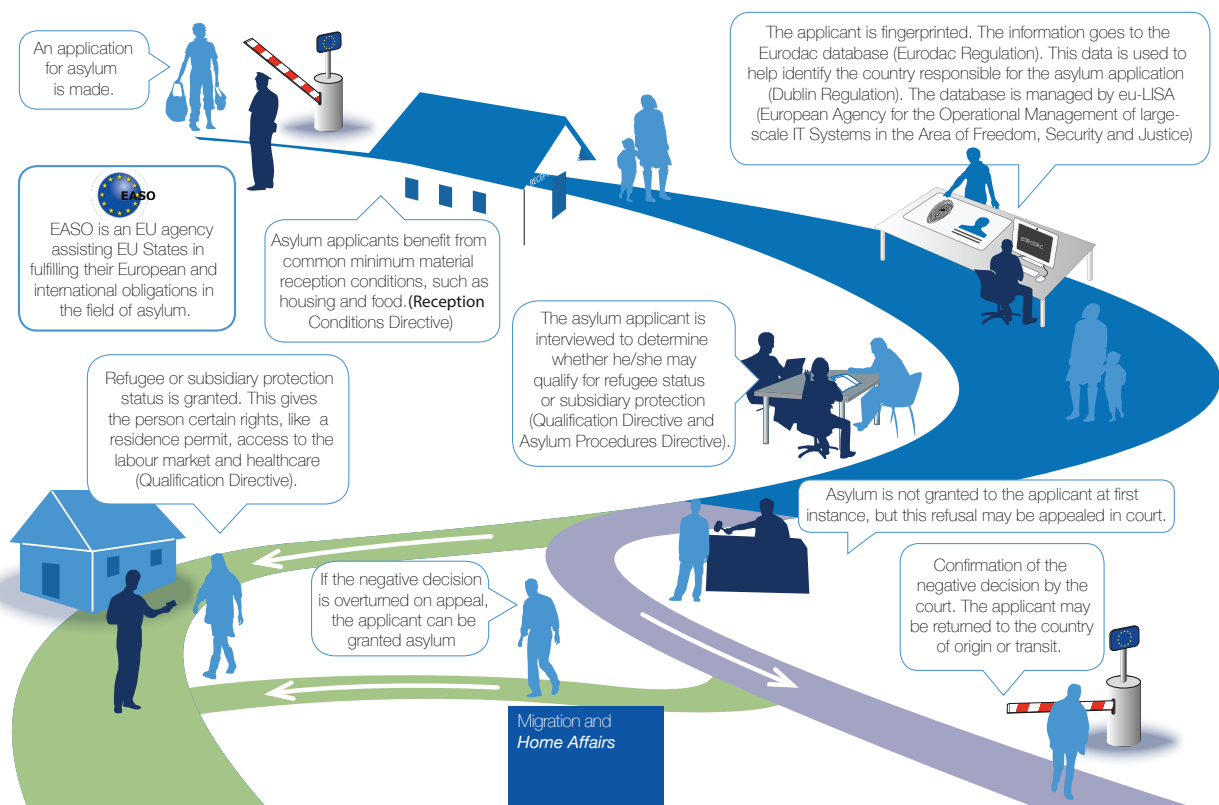
We will trace the process that an average migrant would follow to seek asylum in Europe. For that we will use the pictograms used in the video - <https://vimeo.com/10984535>

- Reason of departure
- Either you resign yourself to live with this issue or you decide to leave the country
- If you decide to leave the country either you'll get visa or you have to find another way to leave the country
- If the journey turns bad or you may return to your country or in the worst case, die.
- If you arrived at destination, you can choose to stay illegal immigrant or to start an asylum procedure
- Explanation of the general procedure in Europe + length

Dublin regulation

THE COMMON EUROPEAN ASYLUM SYSTEM (CEAS)

Asylum is granted to people fleeing persecution or serious harm



«A Common European Asylum System», Home Affairs, European Union 2014.

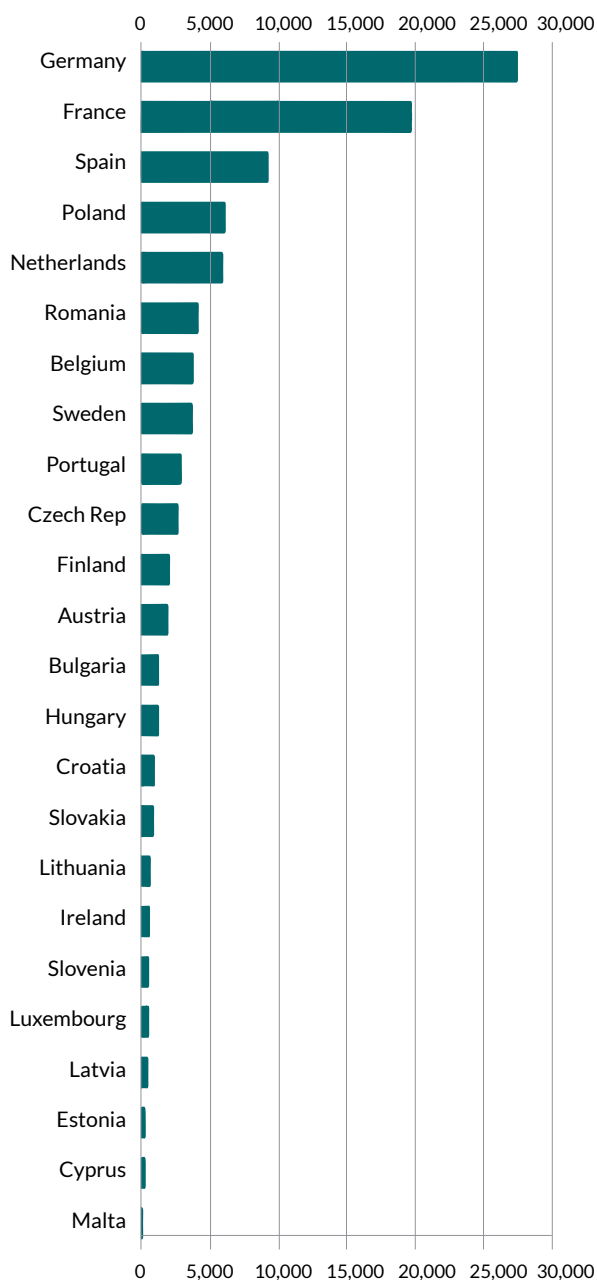
1.2 Repartition and routes

QUOTAS

If some countries have welcomed the refugees, other have been against and reinstated temporary control to the borders, especially after the Paris terrorist attacks.

EU member state migrant quotas

Number of people countries have agreed to relocate from Greece and Italy



Note: the UK and Denmark are not taking part in the relocation scheme
Source: European Commission



EXERCISE

Show to participants the video made by the European Union on the refugee crisis and ask them to react to it. You can find it there: <http://europa.eu/!Um93gJ>

Germany and Sweden are dealing with almost half - 45% - of all asylum claims in the EU. Angela Merkel sought to make a small pilot scheme for sharing a few thousand immigrants binding on the 28 EU countries. She failed. The scheme is to be conducted on a voluntary basis.

Merkel's policy is supported by those countries on the frontline of the Mediterranean's disasters - Italy, Greece, and Malta - and by Sweden and Austria: in short, by those countries taking in most refugees in Europe.

But Berlin is strongly opposed by Britain. David Cameron pledged the Royal Navy's flagship to the Mediterranean search-and-rescue effort but also said that migrants picked up by the British at sea would not be welcome in the UK.

Denmark, home to the EU's most rigorous immigration regime, supports Britain, as do the countries of Eastern Europe that take in minimal numbers.

The contrasts in asylum figures are striking. While Germany fielded more than 200,000 claims last year, the neighbouring Czech Republic had around 1,000. While Sweden considered more than 80,000 asylum applications, next-door Finland dealt with 3,600. Italy grappled with more than 64,000 seeking asylum while on the other side of the Adriatic, Croatia had 450 asylum-seekers.



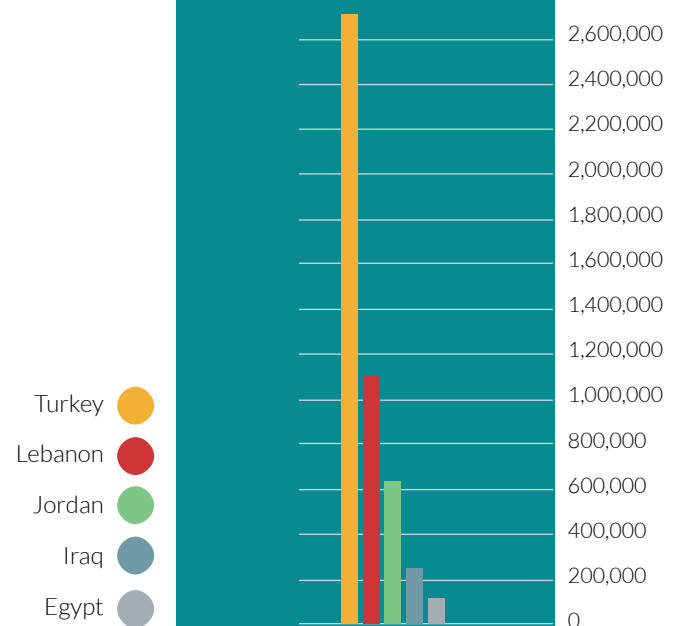
MIGRATORY ROUTES

MIGRATORY ROUTES	ENTRY POINT	MIGRANTS from jan. to nov. 2015	FIRST 3 ORIGINS COUNTRIES
Western African route	Canary Island (Spain)	690	Guinea, Morocco, Gambia
Western Mediterranean route	Spain	14 078	Syria, Guinea, Ivory Coast
Central Mediterranean route	Italy	157 220	Eritrea, Nigeria
Eastern Mediterranean route	Greece, Bulgaria, Cyprus	880 820	Syria, Afghanistan, Iraq
Apulia and Calabria route	Italy	5 000 <i>(unprecise number)</i>	Syria, Pakistan, Egypt
Circular route from Albania to Greece	Greece	8 645	Albania, Georgia, Macédonia
Western Balkan route	Hungary, Croatia, Slovenia	763 958	Afghanistan, Syria, Kosovo
Eastern Borders route	Poland, Romania, Slovakia, Estonia, Lithuania, Latvia	1 764	Vietnam, Afghanistan, Georgia

Repartition of the refugees



- Middle East
- Rest of the world



4.5 million refugees are in five Middle east countries

SPECIAL FOCUS ON THE CRISIS IN THE MEDITERRANEAN SEA



Figures

In 2016, at least 4,690 men, women and children have died while attempting to cross the Mediterranean Sea. This means that around 1 in 41 people who attempted to flee Libya by boat died trying.

Men, women and children are being packed into even poorer quality boats. These have led to tragedy after tragedy, with rescue teams recovering the bodies of people who have asphyxiated – crushed by the weight of hundreds of others in the dinghy – and people who drowned in the bottom of a boat in a toxic mix of sea water and gasoline.

Smugglers are more ruthless than ever

There are stories of executions, horrific ill-treatment and sexual abuse which, in some cases, amounted to torture. In contrast to last years, there are fewer people equipped with life jackets, food, water and other supplies for the journey or even with a sufficient amount of fuel.

Large numbers of unaccompanied kids are braving the sea alone

Sixteen percent of arrivals to Italy are children, 88% of whom are unaccompanied.

Many women rescued are pregnant; many of the pregnancies are a result of rape. Some of the babies are very much wanted and come simply at a difficult time, while many others are the result of rape in Libya, on the road, or in the countries of origin. Many women rescued, especially those travelling alone, recount horrific stories of rape and sexual abuse in Libya.

Refugees and migrants endure horrific violence and abuse in Libya

Men, women and, increasingly, unaccompanied children (some as young as eight years old) living or transiting through Libya are suffering abuse at the hands of

smugglers, armed groups and private individuals. The abuses reported include being subjected to violence (including sexual violence), kidnapping, arbitrary detention in inhumane conditions, torture and other forms of ill-treatment, financial exploitation and forced labour.

1.3 Migrants rights

EXERCISE

Migrants rights

Context: It is important to understand that there is often a large gap between the rights that international human rights law guarantees to refugees, asylum seekers, migrant workers and other similar groups, and the realities that they face.

RESOURCES TO GO IN DEPTH

- http://fra.europa.eu/sites/default/files/handbook-law-asylum-migration-borders-2nded_en.pdf
- http://fra.europa.eu/sites/default/files/fra_uploads/1827-FRA_2011_Migrants_in_an_irregular_situation_EN.pdf
- <https://www.cire.be/sensibilisation/campagnes/prefugies/refugies-etranagers-petit-guide-anti-prejuges> (only in French)

NGOS ACTIONS TO TACKLE MIGRATION CRISIS

NGOs are part of democratic life of a country and are important in representing civil society, creating and enhancing social cohesion and dialogue, in encouraging citizen's participation. NGOs fight against discrimination and promote equality regardless sex, religion, political orientation, race, etc.

NGOs play also an important role in welcoming and integrating migrants in Europe and across the world, as well as in protecting human rights.

The migration crisis has divided Europe in pro and against welcoming migrants, between those who want to protect European borders and those who want to protect refugees' life. Migration became one of the main topics of discussion during European, national and civil society debates. Migration crisis in Mediterranean Sea become a humanitarian crisis.

In this context NGOs started to criticize Europe, especially Frontex ¹⁴, (calling it 'Fortress Europe') saying that not enough effort is done to save more lives in Mediterranean Sea. >>>

¹⁴ Frontex has been created in 2004. It promotes, coordinates and develops European border management in line with the EU fundamental rights. <http://frontex.europa.eu/>

**Objectives:**

Challenge stereotypes about migrants' rights

**Material:**

Cards with all the situations

**Size of Group:**

Minimum 2 people and maximum 6.

If we are dealing with a larger group, we can use the regular "Take a step forward" exercise - <http://www.coe.int/en/web/compass/take-a-step-forward> -



Duration: 45 min

Methodology:

In a table, we will present six personages with different profiles and situations of life.

- 1) You are an illegal immigrant from Mali.
- 2) You are a 24-year-old refugee from Afghanistan with 2 kids who has just apply for asylum.
- 3) You are the son of a Chinese immigrant who runs a successful fast food business.
- 4) You are a 16-year-old refugee from Syria alone
- 5) You are a 23-year-old French bus driver

Situations and events: Read the following situations out aloud. Allow time after reading out each situation for participants to step forward and also to look to see how far each personage has moved relative to each other.

- **You have decent housing with a telephone and television**

Less and less funds for asylum centres – more people, less privacy, less social support, less daily activities for minors,

- **You feel that your opinion on social and political issues matters and your views are listened to.**

- **You feel you can study and follow the profession of your choice.**

Article 15 of the Reception Conditions Directive (2013/33/EU) requires Member States to grant asylum seekers access to the labour market, if a decision at first instance has not been taken within nine months of the asylum application, or one year for Ireland and the United Kingdom. The key measure is the Employer Sanctions Directive (2009/52/EC): it prohibits the employment of irregular migrants from outside the EU by punishing employers through fines, or even criminal sanctions in the most serious of cases. All EU Member States, except Denmark, Ireland and the United Kingdom, are bound by the directive.

- **You have freedom of movement inside the EU ¹³**

Under EU law, the Schengen Borders Code (Regulation (EC) No. 562/2006) requires that third-country nationals who do not fulfil the entry conditions are refused entry into the EU. Border guards have a duty to prevent irregular entry. The national law of many EU Member States provides for short-term deprivation of liberty at the border, 277 ECtHR, Yoh-EkaleMwanje

v. Belgium, No. 10486/10, 20 December 2011, 278 ECtHR, A. and Others v. the United Kingdom [GC], No. 3455/05, 19 February 2009, para. 167. Detention and restrictions to freedom of movement 151 which often takes place in the transit area of an airport. The revised Reception Conditions Directive (2013/33/EU) allows, under Article 8 (3) (c), the detention of asylum seekers who arrive at the border when this is necessary to decide on their right to enter the territory. Article 5 (1) (f) of the ECHR provides for detention of asylum seekers and irregular migrants in two situations: • to prevent an unauthorised entry into the country; • of a person against whom action is being taken with a view to his or her deportation or extradition.

- **You have adequate social and medical protection for your needs.**

For asylum seekers, during the examination of their request, they are entitled only to material assistance provided by Fedasil and its partners: they are lodged, fed and accompanied. Unless the procedure lasts longer than four months, they do not have access to the labour market. Undocumented migrants, on the other hand, do not have access to the labour market and are not entitled to any social assistance, except for urgent medical aid. They are therefore in an extremely precarious situation

- **You are not afraid of being stopped by the police**
http://fra.europa.eu/sites/default/files/fra-11-002-05_migrants_fr_webres_1.pdf

- **You are not afraid of being harassed or attacked in the streets, or in the media**

- **You feel your language, religion and culture are respected in the society where you live**

- **You have an interesting life and you are positive about your future**

- **You have the right to practice a sport and participate to cultural events.**

¹³ http://fra.europa.eu/sites/default/files/handbook-law-asylum-migration-borders-2nded_en.pdf (pages 140 - 169)



Some migrants receive food distributed by the association "Lauberge des migrants", in Calais (Pas-de-Calais) 8 August 2015.

>>> Several NGOs defend migrants and refugees' rights, offer first aid and provide support in becoming legal migrants.

In Greece volunteering groups cooperate with NGOs to increase and improve humanitarian support. However, a new Law has been voted by the Greek Parliament in 2016 reducing the role of volunteers but prioritizing the cooperation with major national and international NGOs¹⁵.

To come in support to migrants and refugees NGOs launched several actions to collect clothes, toys, food and money as well as to raise awareness. Other organize calls to recruit volunteers who can help in carrying out these actions or working directly with migrants and refugees. Specialized volunteers or employees in humanitarian aid act directly in the countries in questions.

Organizations providing support to migrants: HCR, United Nations, France Terre d'Asile, Red Cross, Secours populaire, etc.

La Liberation created a map in France with the organisations to contact if people want to help refugees in their region: <http://www.liberation.fr/apps/2015/09/aide-aux-refugies/#/> with language support, law assistance, help to administrative procedures, give food, etc.

¹⁵ Ioannis Armakolas, *The refugee crisis and the role of NGOs, civil society, and media in Greece* [Balkan Human Corridor: Essays on the Refugee and Migrant Crisis from Scholars and Opinion Leaders in Southeast Europe], http://www.academia.edu/27294928/The_refugee_crisis_and_the_role_of_NGOs_civil_society_and_media_in_Greece_Balkan_Human_Corridor_Essays_on_the_Refugee_and_Migrant_Crisis_from_Scholars_and_Opinion_Leaders_in_Southeast_Europe_checked_on_8th_June_2017



A migrant is rescued from the Mediterranean Sea by a member of Proactiva Open Arms NGO some 20 nautical miles north of Libya on October 3, 2016. (Aris Messinis/AFP)

SOURCES

- <https://vimeo.in/tcom/10984535>
- <http://www.ecre.org/wp-content/uploads/2016/10/AIDA-Brief-DurationProcedures.pdf>
- https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/policies/european-agenda-migration/background-information/docs/20160406/factsheet_-_the_common_european_asylum_system_en.pdf
- http://www.huffingtonpost.com/entry/europe-asylum-refugees_us_55e85a01e4b0b7a9633befe8
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- <https://www.usnews.com/news/slideshows/10-countries-that-take-the-most-immigrants>
- <http://www.bbc.com/news/world-europe-34278886>
- http://ec.europa.eu/immigration/who-does-what/more-information/explaining-the-rules-why-are-there-eu-rules-and-national-rules_en

CHAPTER 2

Fundamental rights for migrants



CHAPTER 2



The aim of this training is to increase participants' awareness and knowledge of the fundamental rights of migrants in an irregular situation (those who do not fulfil conditions for entry, stay or residence in the European Union).

These migrants are indeed at high risk of exploitation in the labour market, often filling market gaps by working at dangerous, dirty or degrading jobs. Their housing situation can be precarious. Their right to healthcare is unevenly protected; their children's right to education remains unclear.

GENERAL OBJECTIVES ARE TO INFORM FUTURE VOLUNTEERS ON:

- access to the territory and to procedures (the Schengen visa regimes, border checks, transit zones,

THEMES

The Charter of Fundamental Rights of the EU
EU accession to the European Convention on Human Rights

Access to territory and procedures

Status and associated documentation

Asylum determination and procedures

Detention and restrictions to freedom of movement

Forced return

Economic and social rights

Persons with specific needs

asylum seekers, push back at seas)

- the different status of the migrants:
 - asylum seekers
 - recognized refugees and those recognized as being in need of subsidiary protection
 - victims of trafficking and of particularly exploitative labour conditions
 - migrants in an irregular situation
 - long-term residents
 - stateless persons and the loss of citizenship or documents
- the different fundamental rights of migrants:
 - Access to healthcare, to education, and to justice
 - Non-removable irregular migrants
- the asylum procedures, the right to asylum, the principle of non-refoulement and the legal assistance in asylum and return procedures
- family reunification
- detention and restrictions to freedom of movement
- economic and social rights
- the rights of person with specific needs such as unaccompanied minors, victims of human trafficking, persons with disabilities and victims of torture and other serious forms of violence.

2.1 The Universal Declaration of Human Rights

The Universal Declaration of Human Rights (UDHR) is a milestone document in the history of humanity.

Drafted by representatives from different legal and cultural backgrounds from all regions of the world, the Declaration was proclaimed by the United Nations General Assembly in Paris on 10 December 1948 as a common standard of achievements for all people and nations. It states, for the first time, fundamental human rights to be universally protected and it has been translated into over 500 languages.

THE ARTICLE 13 STATES THAT:

- 1) Everyone has the right to freedom of movement and residence within the borders of each state.
- 2) Everyone has the right to leave any country, including his own, and to return to his country.

Unfortunately, trends in the treatment of asylum seekers and refugees, as well as of irregular migrants in all parts of Europe. States are engaging ever more intensely in extensive border patrols, trying to deter the entry of migrants into their territory. Migrants, including asylum seekers, who do manage to enter irregularly Council of Europe member states are often

criminalised, locked up in prison-like conditions, and expelled as quickly as possible – even to countries where they risk persecution and torture. However, irregular migration is not a criminal act and irregular migrants also enjoy certain rights under international law, which need to be respected.

Do you know the difference between “illegal migration” and “migrants in an irregular situation”? Irregular entries, stay and work are not criminal offences but administrative misdemeanours.

Not distinguishing between the two terms reinforces the false and negative stereotype that migrants in irregular situations are criminals.

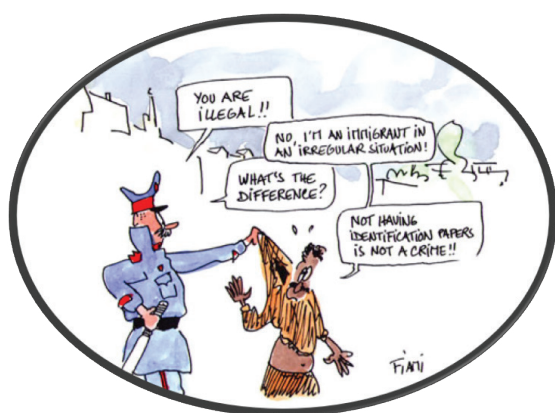
In an attempt to fight abusive asylum requests, states damage the rights of honest asylum seekers, who are commonly imprisoned and incapable to access fair and efficient asylum procedures.

The protection of human rights of migrants should be improved in order to ensure that undocumented migrants and their children have the right to basic health care and education.

It should be guaranteed their right to protection against arbitrary detention, as well as their right not to be sent to countries where they risk ill-treatment and torture.

2.2 The Charter of Fundamental Rights of the EU

The Charter of Fundamental Rights of the EU brings together in a single document the fundamental rights protected in the EU.



The Charter contains rights and freedoms under six titles: Dignity, Freedoms, Equality, Solidarity, Citizens' Rights, and Justice. Proclaimed in 2000, the Charter has become legally binding on the EU with the entry into force of the Treaty of Lisbon, in December 2009. The Charter is consistent with the European Convention on Human Rights adopted in the framework of the Council of Europe: when the Charter contains rights that stem from this Convention, their meaning and scope are the same ¹⁸.

THE LEARNING OUTCOMES OF THE FOLLOWING ACTIVITIES

- Understanding the different types of migration through their definitions
- Educating youth to the Humans Rights
- Understanding the reasons of migrants' departure
- Challenging stereotypes about migrants' rights
- Understanding the general European asylum procedure

The idea of these exercises is that the youth understand theoretical concepts by experimenting. Through these, they would be able to express a personal position and questioning it regarding all the debates.

ENERGIZERS

Words Cloud:

- Form which countries the migrant run away?
- In which countries the major part of the migrants seek asylum?
- Why do they leave their country?

¹⁸ http://ec.europa.eu/justice/fundamental-rights/charter/index_en.htm

RESOURCES TO GO IN DEPTH

- <http://www.coe.int/en/web/compass/migration>
- <http://www.coe.int/en/web/compass/the-universal-declaration-of-human-rights>
- http://www.lemonde.fr/europe/video/2015/05/19/cartes-sur-table-partie-1-les-raisons-du-depart-des-migrants_4636446_3214.html (not subtitled in English)
- <https://vimeo.com/10984535> (subtitled in English)

ACTIVITY

Why leaving?

Context: The reasons of migration are quite numerous and often interconnected. Frequently people leaves their country because their basic human right are not completely fulfilled or denied. To understand why people leaves we have to understand what are the basic human rights.

**Objectives:**

- Educate to the human rights
- Understand the reason of departure

**Material:**

- Selections of articles from the HR Declaration illustrated with pictograms
- Selection of migrants' testimonies about the reasons of their departure
- Blackboard, Flipchart, Feltpens

**Size of Group:**

Minimum 2 people / no maximum



Duration: 50 min

Methodology

The activity take place in three parts. During the first part, we will walk around to introduce the human rights declaration articles. During the second part, we will identify the different reasons of the migration. To finally during the third part, create a concrete link between human rights and reasons of the migration.

- **Introduce the human's rights (15 min)**

- 1) Arrange the H-R selection into the workspace;
- 2) Let the youth walk around and discover the various human rights;
- 3) Ask them to which right refer all the pictograms to. If needed the trainer can give a brief explanation.

- **Identify the different reasons of migration (20 min)**

- 4) Read the testimony of migrant's people together;
- 5) Ask the group to identify the various reasons of migration. Why did they leave their country?
 - a. Economic reasons
 - b. Political reasons
 - c. Social reasons
 - d. Cultural reasons
 - e. Environmental reasons
 - f.
- 6) On a board, put together the testimonies and the reasons.

- **Which rights are not respected in each testimony?**

- 7) Ask them to select for each testimony the signs with human rights that is not respected to create a visual link between human right and reason of departure.

RESOURCES TO GO IN DEPTH

- <http://www.coe.int/en/web/compass/migration>
- <http://www.coe.int/en/web/compass/the-universal-declaration-of-human-rights>
- http://www.lemonde.fr/europe/video/2015/05/19/cartes-sur-table-partie-1-les-raisons-du-depart-des-migrants_4636446_3214.html (not subtitled in English)
- <https://vimeo.com/10984535> (subtitled in English)

ACTIVITY

Migrant's rights



Objectives:

Challenge stereotypes about migrants' rights



Material:

Cards with all the situations



Size of Group:

Minimum 2 people and maximum 6. If we are dealing with a larger group, we can use the regular "Take a step forward" exercise

<http://www.coe.int/en/web/compass/take-a-step-forward> -



Duration: 45 min

Methodology

In a table, we will present six personages with different profiles and situations of life.

- 1) You are an illegal immigrant from Mali.
- 2) You are a 24-year-old refugee from Afghanistan with 2 kids who has just apply for asylum.
- 3) You are the son of a Chinese immigrant who runs a successful fast food business.
- 4) You are a 16-year-old refugee from Syria alone
- 5) You are a 23-year-old French bus driver

Situations and events: Read the following situations out aloud. Allow time after reading out each situation for participants to step forward and also to look to see how far each personage has moved relative to each other.

- **You have decent housing with a telephone and television.**
Less and less funds for asylum centres – more people, less privacy, less social support, less daily activities for minors, ...
- **You feel that your opinion on social and political issues matters and your views are listened to.**
- **You feel you can study and follow the profession of your choice.**

Article 15 of the Reception Conditions Directive (2013/33/EU) requires Member States to grant asylum seekers access to the labour market, if a decision at first instance has not been taken within nine months of the asylum application, or one year for Ireland and the United Kingdom.

The key measure is the Employer Sanctions Directive (2009/52/EC): it prohibits the employment of irregular migrants from outside the EU by pu-

nishing employers through fines, or even criminal sanctions in the most serious of cases. All EU Member States, except Denmark, Ireland and the United Kingdom, are bound by the directive

• You have freedom of movement inside the EU ¹⁹

Under EU law, the Schengen Borders Code (Regulation (EC) No. 562/2006) requires that third-country nationals who do not fulfil the entry conditions are refused entry into the EU. Border guards have a duty to prevent irregular entry.

The national law of many EU Member States provides for short-term deprivation of liberty at the border, 277 ECtHR, *Yoh-EkaleMwanje v. Belgium*, No. 10486/10, 20 December 2011. 278 ECtHR, *A. and Others v. the United Kingdom* [GC], No. 3455/05, 19 February 2009, para. 167. Detention and restrictions to freedom of movement 151 which often takes place in the transit area of an airport.

The revised Reception Conditions Directive (2013/33/EU) allows, under Article 8 (3) (c), the detention of asylum seekers who arrive at the border when this is necessary to decide on their right to enter the territory Article 5 (1) (f) of the ECHR provides for detention of asylum seekers and irregular migrants in two situations:

- to prevent an unauthorised entry into the country;
- of a person against whom action is being taken with a view to his or her deportation or extradition.

• You have adequate social and medical protection for your needs.

Regarding to the asylum seekers, during the examination of their file, they are entitled only to material assistance provided by Fedasil and its partners: they are lodged, fed and accompanied. Unless the procedure lasts longer than four months, they do not >>>

¹⁹ http://fra.europa.eu/sites/default/files/handbook-law-asylum-migration-borders-2nded_en.pdf (pages 140 - 169)

>>> have access to the labour market.

Undocumented migrants, on the other hand, do not have access to the labour market and are not entitled to any social assistance, except for urgent medical assistance. They are therefore in an extremely precarious situation.

- **You are not afraid of being stopped by the police**

http://fra.europa.eu/sites/default/files/fra-11-002-05_migrants_fr_webres_1.pdf

- **You are not afraid of being harassed or attacked in the streets, or in the media**

- **You feel your language, religion and culture are respected in the society where you live**

- **You have an interesting life and you are positive about your future**

- **You have the right to practice a sport and participate to cultural events.**

RESOURCES TO GO IN DEPTH

- http://fra.europa.eu/sites/default/files/handbook-law-asylum-migration-borders-2nded_en.pdf
- http://fra.europa.eu/sites/default/files/fra_uploads/1827-FRA_2011_Migrants_in_an_irregular_situation_EN.pdf
- <https://www.cire.be/sensibilisation/campagnes/prefugies/refugies-etrangers-petit-guide-anti-prejuges> (only in French)
- <https://vimeo.com/10984535>
- <http://www.ecre.org/wp-content/uploads/2016/10/AIDA-Brief-DurationProcedures.pdf>
- https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/policies/european-agenda-migration/background-information/docs/20160406/factsheet_-_the_common_european_asylum_system_en.pdf
- http://www.huffingtonpost.com/entry/europe-asylum-refugees_us_55e85a01e4b0b7a9633befe8
- https://ec.europa.eu/home-affairs/sites/homeaffairs/files/e-library/docs/ceas-fact-sheets/ceas_factsheet_en.pdf

CHAPTER 3

Training on intercultural communication



The aim of this training is to increase participants' awareness and knowledge of cultural diversity in order to enhance their ability to engage with and serve recently arrived immigrants.

GENERAL OBJECTIVES

- engaging with culturally diverse communities: understand the reasons and benefits of engaging with people from culturally and linguistically diverse communities
- general cultural awareness: acquire cultural self-awareness and an understanding of the fundamental difference between cultures that are most likely to influence communication and relationships in the volunteering engagement process
- cross-cultural communication: learn about the key elements of cross-cultural communication and basic strategies to ensure effective and appropriate interactions between people from a wide range of diverse cultures.

3.1 How to communicate effectively across cultures and main misinterpretations in cross cultural encounters

The crucial to cross-cultural communication is to learn to interpret the behaviour of cultural others accurately.

A person's behaviour only becomes meaningful when it is connected to the culturally learned expectations that led to that behaviour.

In intercultural encounters we need to take into account the following items:

- People tend to apply their cultural values unthinkingly when they react to social stimuli.
- Unconsciously, we bring our own cultural frame of interpretation to any situation.
- Across cultures the same behaviour might have different meaning(s), or different behaviours might be having similar meaning(s).

In any intercultural encounter, there is always a temp-

THEMES TO ADDRESS

Stereotypes: positive and negative

Differences of point of views and values

Definition of culture

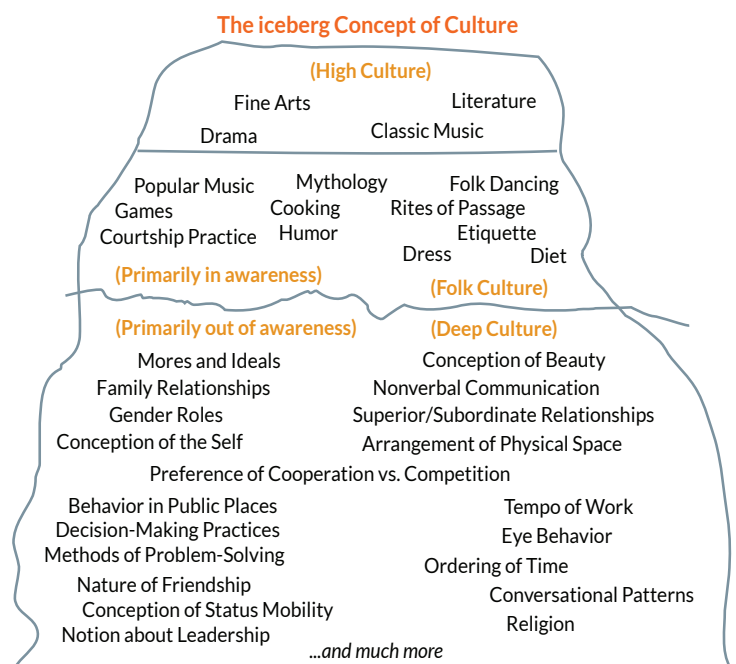
The different levels of integration
(Milton J. Bennett)

The cultural shock and the cultural adaptation curve

tation to feel that the others have bad character or bad intentions, rather than to realize that they are acting according to different rules.

Also, when people are interacting with each other across cultures, their cultural values could make them say or do things that are misperceived as intentional. Two countries can differ greatly in culture even though their people speak the same language.

It's important to bear in mind that there is a link between our culture and our behaviour, our perceptions of the world are culturally learned and culturally mediated, and people from different cultural backgrounds perceive their worlds differently.



3.2 Main barriers in cross cultural cross-communication

LaRay M. Barna in his article "Stumbling Blocks in Intercultural Communication" singles out six potential challenges that may get in the way of a positive exchange experience between people from different cultures:

- Assuming of Similarities ("People are the same everywhere")
- Language differences (Vocabulary, syntax, idioms, slang, dialects)
- Pre-conceptions, prejudice and stereotypes
- Non-verbal misinterpretations (gestures, facial expressions, body language, use of space, different manners, e.g. when greeting)
- Tendency to evaluate - Own cultural values
- High anxiety (new situations create confusions)

3.3 Cultural relativism and approaching people from different cultures

We must try to understand the other peoples' behaviour in the context of their own culture before we judge it. The intellectual challenge in intercultural learning and training is to understand the essence of national culture.

The emotional challenge is being able to put yourself in the place of somebody from a "strange" country.

INTERCULTURAL LEARNING TRIAD

1) **Awareness:** To become aware of the existence of multi-cultural world and culturally learned assumptions

2) **Knowledge:** Increase your knowledge about particular cultures and understand how many different countries see the same issues differently.

3) **Skills:** Develop intercultural competence (acquiring necessary skills in interacting with different cultures). Skills that are grounded in an appropriate awareness and accurate knowledge are most likely to be effective in multicultural situations.

Working, communicating and building meaningful relationships with people from different countries is not an easy task. One must always keep in mind the barriers to intercultural communication (as they are presented above) and develop skills in both verbal as well as non-verbal communication.

As a result of different cultures, there are different ways to greet someone for example:

- Pressing head against the head of your interlocutor
- Long handshakes generally by using two hands
- Head tilting
- Kissing on the cheeks
- Hugging

Here are some tips that will help young people to approach people from different countries:

1) Try to learn as much as possible about the other person's culture in advance. Find out the main Dos and Don'ts of that person's culture.

However, avoid stereotypes and prejudices. Try to remember that every person is different and they might not always fit in the "general rules".

2) Be patient and expect differences. People from different cultures do not always think the same way. Even the same words can have different meanings and understandings. Learn to expect these differences and try to understand them.

3) Don't be afraid to express difficulties in communication. When approaching and communicating with people from different cultures, you might encounter some difficulties in understanding one another. Instead of getting frustrated, it is much more effective to ask the other person in a polite way to explain or repeat things.

4) If you are speaking in a common language, e.g. English or French, that is not one or both of the parties' mother tongue, try to speak slowly and clearly and avoid the use of slang.

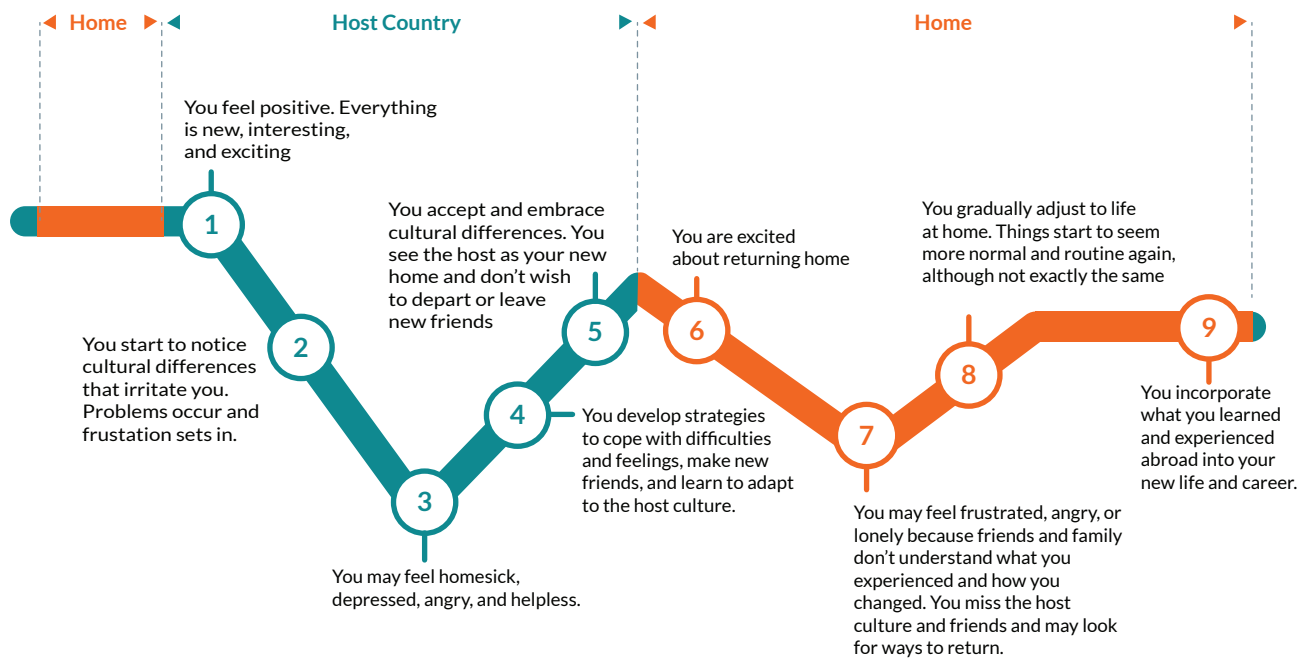
5) Try to understand the personal space that the other person needs. Some cultures are more open to touching, whereas in some others touching is considered disrespectful and offensive. For example, the French have a habit of kissing on the cheek when they meet someone, but this is to be strictly avoided in some other cultures. Make sure to keep the appropriate space, at least until you feel that certain gestures are acceptable by the other person.

3.4 Cultural adjustment cycle

Everyone who moves to another country goes through a cultural adjustment cycle. Some take longer to go through the cycle than others. Below there is a scheme related to the volunteers going abroad for a certain time. This might help young people to prepare their departure and also to understand some of the challenges migration involves.

Tips for young people to handle the stress of culture shock and cultural adjustment that comes from living in a foreign country:

- Be slow to judge situations and do not judge people
- Develop familiarity with your surroundings
- Develop your language and study skills
- Get a sense of norms and behaviour of the host country
- Go to events where you can meet people
- Keep in touch with friends and family during your staying abroad
- Learn about the host country
- Seek additional support if you need it (your Mentor, your sending organization, other volunteers)
- Take care of yourself (eat 3 times a day, drink water, do exercises).



ACTIVITY



Objectives: To raise the concepts of ICL through experiencing a situation of cultural clash.



Material:

- Decks of 54 cards (1 per table) sorted out from 1 to 7 only;
- Rules of the game in its different versions;
- 3-6 tables of 3-6 players, with enough space between them, numbered;
- Some paper and pens on each table



Size of Group: At least 12



Duration: 90 min

Methodology:

- Groups of 4 to 6 are seated in a circle on the floor or at a table, each group well away from others. Define an order to the groups by arranging them as a larger circle or putting a numbered sign at each group.
- Each group is given a deck of cards and rules to the new game we're going to try.
- Each group should read the rules and practice a few games until everyone understands how to play the game. At that point, they should inform the leader.
- Once everyone knows how to play, the leader picks up all the rule sheets and announces that the real game is played as a tournament with no verbal or written conversation. Players can communicate with gestures and drawing pictures if needed.

In this tournament, players rotate between groups this way:

- When a game is completed, the player with the most tricks moves to the next higher table.

- The player with the fewest tricks moves to the next lower numbered table.
- If there is a tie, the person whose first name is alphabetically first wins and moves.

Rules Sheets - a different one for each group.

Summary of each tables rule differences:

Table #	1	2	3	4	5	6	7
Ace is...	High	Low	High	High	Low	High	Low
Trump is...	Clubs	Diamonds	Hearts	Spades	Diamonds	Hearts	Spades

1 CARD BRIDGE

Deal	Dealer is oldest person in group. Shuffle cards and deal face-down, one at a time around the group. Some will get fewer cards than others. The Scorer is the person to the dealer's right - he marks down each trick won.
Start	Player to dealer's left starts by playing any card. Each person around the group plays a card in turn. This is one trick.
Playing Suit	The first card played in a trick can be any suit. Each player must play a card of the same suit if one is in his hand. If he has no card of that suit, only then can he play a card of a different suit.
Ace	The Ace is the highest card in each suit.
Trump	The club suit is trump. If you have no cards of the original suit played, you can play a trump card and win the trick. Even a 2 of trump will beat a 7 of the original suit.
Winning Tricks	The highest card played wins the trick. The winner of the trick gathers all the cards and places them face down in front of himself.
A Round	The winner of a trick plays the first card of the next trick. As soon as one player is out of cards, the Round is finished.
A Game	The dealer collects all cards, shuffles, and deals for another round. THREE rounds make one game. At the end of the game, the winner is the person that collected the most tricks.

2 CARD BRIDGE

Deal	Dealer is oldest person in group. Shuffle cards and deal face-down, one at a time around the group. Some will get fewer cards than others. The Scorer is the person to the dealer's right - he marks down each trick won.
Start	Player to dealer's left starts by playing any card. Each person around the group plays a card in turn. This is one trick.
Playing Suit	The first card played in a trick can be any suit. Each player must play a card of the same suit if one is in his hand. If he has no card of that suit, only then can he play a card of a different suit.
Ace	The Ace is the lowest card in each suit.
Trump	The diamond suit is trump. If you have no cards of the original suit played, you can play a trump card and win the trick. Even a 2 of trump will beat a 7 of the original suit.
Winning Tricks	The highest card played wins the trick. The winner of the trick gathers all the cards and places them face down in front of himself.
A Round	The winner of a trick plays the first card of the next trick. As soon as one player is out of cards, the Round is finished.

A Game	The dealer collects all cards, shuffles, and deals for another round. THREE rounds make one game. At the end of the game, the winner is the person that collected the most tricks.
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3 CARD BRIDGE

Deal	Dealer is oldest person in group. Shuffle cards and deal face-down, one at a time around the group. Some will get fewer cards than others. The Scorer is the person to the dealer's right - he marks down each trick won.
Start	Player to dealer's left starts by playing any card. Each person around the group plays a card in turn. This is one trick.
Playing Suit	The first card played in a trick can be any suit. Each player must play a card of the same suit if one is in his hand. If he has no card of that suit, only then can he play a card of a different suit.
Ace	The Ace is the highest card in each suit.
Trump	The heart suit is trump. If you have no cards of the original suit played, you can play a trump card and win the trick. Even a 2 of trump will beat a 7 of the original suit.
Winning Tricks	The highest card played wins the trick. The winner of the trick gathers all the cards and places them face down in front of himself.
A Round	The winner of a trick plays the first card of the next trick. As soon as one player is out of cards, the Round is finished.
A Game	The dealer collects all cards, shuffles, and deals for another round. THREE rounds make one game. At the end of the game, the winner is the person that collected the most tricks.

4 CARD BRIDGE

Deal	Dealer is oldest person in group. Shuffle cards and deal face-down, one at a time around the group. Some will get fewer cards than others. The Scorer is the person to the dealer's right - he marks down each trick won.
Start	Player to dealer's left starts by playing any card. Each person around the group plays a card in turn. This is one trick.
Playing Suit	The first card played in a trick can be any suit. Each player must play a card of the same suit if one is in his hand. If he has no card of that suit, only then can he play a card of a different suit.
Ace	The Ace is the highest card in each suit.
Trump	The spade suit is trump. If you have no cards >>>

>>> of the original suit played, you can play a trump card and win the trick. Even a 2 of trump will beat a 7 of the original suit.

Winning Tricks The highest card played wins the trick. The winner of the trick gathers all the cards and places them face down in front of himself.

A Round The winner of a trick plays the first card of the next trick. As soon as one player is out of cards, the Round is finished.

A Game The dealer collects all cards, shuffles, and deals for another round. THREE rounds make one game. At the end of the game, the winner is the person that collected the most tricks.

5 CARD BRIDGE

Deal Dealer is oldest person in group. Shuffle cards and deal face-down, one at a time around the group. Some will get fewer cards than others. The Scorer is the person to the dealer's right - he marks down each trick won.

Start Player to dealer's left starts by playing any card. Each person around the group plays a card in turn. This is one trick.

Playing Suit The first card played in a trick can be any suit. Each player must play a card of the same suit if one is in his hand. If he has no card of that suit, only then can he play a card of a different suit.

Ace The Ace is the lowest card in each suit.

Trump The diamond suit is trump. If you have no cards of the original suit played, you can play a trump card and win the trick. Even a 2 of trump will beat a 7 of the original suit.

Winning Tricks The highest card played wins the trick. The winner of the trick gathers all the cards and places them facedown in front of himself.

A Round The winner of a trick plays the first card of the next trick. As soon as one player is out of cards, the Round is finished.

A Game The dealer collects all cards, shuffles, and deals for another round. THREE rounds make one game. At the end of the game, the winner is the person that collected the most tricks.

6 CARD BRIDGE

Deal Dealer is oldest person in group. Shuffle cards and deal face-down, one at a time around the group. Some will get fewer cards than others. The Scorer is the person to the dealer's right - he marks down each trick won.

Start Player to dealer's left starts by playing any card. Each person around the group plays a card in turn. This is one trick.

Playing Suit The first card played in a trick can be any suit. Each player must play a card of the same suit if one is in his hand. If he has no card of that suit, only then can he play a card of a different suit.

Ace The Ace is the highest card in each suit.

Trump The heart suit is trump. If you have no cards of the original suit played, you can play a trump card and win the trick. Even a 2 of trump will beat a 7 of the original suit.

Winning Tricks The highest card played wins the trick. The winner of the trick gathers all the cards and places them facedown in front of himself.

A Round The winner of a trick plays the first card of the next trick. As soon as one player is out of cards, the Round is finished.

A Game The dealer collects all cards, shuffles, and deals for another round. THREE rounds make one game. At the end of the game, the winner is the person that collected the most tricks.

7 CARD BRIDGE: SEE ANNEXE

Deal Dealer is oldest person in group. Shuffle cards and deal face-down, one at a time around the group. Some will get fewer cards than others. The Scorer is the person to the dealer's right - he marks down each trick won.

Start Player to dealer's left starts by playing any card. Each person around the group plays a card in turn. This is one trick.

Playing Suit The first card played in a trick can be any suit. Each player must play a card of the same suit if one is in his hand. If he has no card of that suit, only then can he play a card of a different suit.

Ace The Ace is the lowest card in each suit.

Trump The spade suit is trump. If you have no cards of the original suit played, you can play a trump card and win the trick. Even a 2 of trump will beat a 7 of the original suit.

Winning Tricks The highest card played wins the trick. The winner of the trick gathers all the cards and places them facedown in front of himself.

A Round The winner of a trick plays the first card of the next trick. As soon as one player is out of cards, the Round is finished.

A Game The dealer collects all cards, shuffles, and deals for another round. THREE rounds make one game. At the end of the game, the winner is the person that collected the most tricks

ACTIVITIES

The Abigale exercise



Objectives: Raising awareness of cultural differences and the different values between cultures.



Material:

- Print-outs (each participant needs to have a paper with the story)
- A4 paper (white or coloured, does not really matter)
- Pens
- Projector and screen



Size of Group: Any size



Duration: 1 - 1h and 15 mins

Methodology:

Give participants a copy of the following story.

Abigale loves Tom who lives on the other side of the river. A flood has destroyed all bridges across the river, and has left only one boat afloat. Abigale asks James, the owner of the boat, to bring her to the other side. James agrees, but insists that Abigale has to sleep with him in return. Abigale does not know what to do and runs to her mother and asks her what she should do. Her mother tells Abigale that she does not want to interfere with Abigale's own business.

In her desperation Abigale sleeps with James who, afterwards, brings her across the river. Abigale runs to Tom to happily embrace him and tell him everything that has happened. Tom pushes her away bluntly and Abigale runs away. Not far from Tom's house, Abigale meets John, Tom's best friend.

She tells everything that has happened to him as well. John hits Tom for what he has done to Abigale and walks away with her.

Note: The name of the boatman in the original tool is Sinbad. However, here we changed it to James to make it more "culturally neutral".

Introduce the exercise to the participants as being one about finding out about different values. Ask everybody to read the story by him/herself and to rank each character (Abigale, Tom, James, Abigale's mother, and John) according to their behaviour: Who acted worst? Who second worst? Etc.

After most of the people have done their ranking, ask them to get together in small groups (3 to 6), to discuss about how they perceive the behaviour of the characters. The task of the small groups is to come up with a

common list – a list that everybody in the small group can agree on. Ask them to avoid using mathematical methods in order to establish the list, but rather to build that list on the basis of a shared understanding of what is good and what is bad.

After the small groups have come up with their lists, you can optionally repeat this phase by bringing two small groups together to form medium size groups (if you do that, don't make the initial small groups larger than 4).

Debriefing:

Bring together the results and discuss the similarities and differences between them. Slowly move on to ask on which grounds people made their ranking.

How could they decide what was good and what was bad behaviour?

Would their results be different if the situation was different (e.g. If Abigale was 13 years old, if it was the father and not the mother she asked, if you know the religion/origin of each character?

How much does our own values and mentality influence the ranking? Why?

Bibliography:

The Abigale story tool was first published on the Intercultural Learning T-Kit of the Council of Europe (<http://pjp-eu.coe.int/en/web/youth-partnership/t-kit-4-intercultural-learning>).

ACTIVITY



Objectives: Understanding the aspects of intercultural communication



Material:
Projector and screen



Size of Group: Any size / can be used also with individual participants



Duration: 45 minutes

Methodology:

Make a presentation about intercultural learning and communication and discuss the concepts with the participants.

Find the presentation here: <http://www.ngokane.org/images/mentorpower/INTERCULTURAL%20LEARNING.pptx>

Debriefing:

Participants may ask questions. You can also ask them the following:

To what extent do you think that our own upbringing/background effects the way we view and communicate with others? Can you give us some examples?

Is it possible to overcome this?

Bibliography:

Learning T-Kit of the Council of Europe

LaRay M. Barna "Stumbling Blocks in Intercultural Communication"

SOURCES

- <http://www.ngokane.org/images/mentorpower/INTERCULTURAL%20LEARNING.pptx>
- <https://www.slideshare.net/obdogan/culture-turkey-as-an-illustration-2013cavusgil>
- <http://www.heremagazine.ca/here!-magazine-culture-shock-curve.html>

CHAPTER 4

Situation in Greece and Italy



The aim of this course is to inform future participants on the context of the current refugee crisis more specifically in Italy and in Greece where the volunteering projects take place. Indeed, it is in Greece and Italy that the vast majority of refugees and migrants first arrive in the EU. Many of these people eventually want to reach other EU countries such as Germany or Sweden. But providing these people with food, water and shelter is an enormous strain on the resources of Greece and Italy.

The objective is for the participants to better understand where the current migrants in Italy and Greece come from, which debates they raise and which integration can be foreseen, and how.

FUTURE VOLUNTEERS NEED TO LEARN ABOUT:

- The number of refugees entering Italy and Greece

- The treatment in these countries (camps and rights)
- The countries the migrants come from
- The current debates in these countries
- The perspectives of integration in Italy and Greece
- The social aid they can benefit from
- The role of the civil society in the integration of the migrants in Italy and Greece

THEMES TO ADDRESS

Refugees camps

Social and economic integration

Role of the civil society

Current debates at the political level in Italy and Greece

Perception of the migrants by the population

Education, health and employment for migrants in Greece and Italy

4.1 In Greece

Summary status of refugee flows in eastern aegean sea, Greece, 31/07/ 2017, time 10:00

	GUESTS IN FACILITIES	NOMINAL CAPACITY OF FACILITIES*	GUESTS IN PLACES**	NEW ARRIVALS FLOW***
Lesvos Island total	4 812	3500	0	37
Chios Island total	2 130	1 100	1 385	0
Samos Island total	2 562	850	0	47
Leros Island total	685	1 000	124	0
Kos Island total	1 830	1 000	1 080	0
Other Islands total	-	-	648	0
Total of UNHCR islands	-	1 235	929	-
TOTAL	11 090	8 685	4 166	84
Total number of cases to be archived****		6 660		
Total number in Islands	15 256			
Total number in Inland and Islands on tuesday 25/07/2017 (organized structures)				
North Greece	3 192	Central Greece	3 356	
West Greece	150	Attiki	7 610	
Other State facilities	4 077			
East Aegean Islands	15 235			
Total number in country	62 407			

* Nominal capacity of hosting facilities refer to the structures of the islands according to the reports of responsible state bodies

** Hosting facilities in islands are the unhcr, other ngos & other non-open state structures

*** The new arrivals' data are dynamically referred to the registration applied to 08:00 and transmitted during the day

**** Pre-registration asylum applications that have been archived in east aegean islands

Reference: http://www.amna.gr/pressReleaseView.php?id=143179&doc_id=18296967

THE COUNTRIES THE MIGRANT COME FROM AND THEIR ROUTES

We can extract statistical data about the origin of refugees by the archives of asylum applications in Greece, as shown below.

ASYLIM APPLICATIONS - COUNTRIES OF ORIGIN

	2013	2014	2015	2016	June 2017	2017	Total	%
Siria	252	773	3492	26693	1022	7708	38918	36.6%
Pakistan	610	1618	1823	4695	702	4191	12937	12.2%
Afghanistan	803	1709	1720	4371	511	3858	12461	11.7%
Iraq	107	174	661	4812	373	3279	9033	8.5%
Albania	419	569	1003	1420	243	1018	4429	4.2%
Bangladesh	230	633	739	1215	116	624	3441	3.2%
Iran	131	361	242	1096	140	758	2588	2.4%
Georgia	342	350	386	688	105	505	2271	2.1%
Algeria	76	187	131	889	78	504	1787	1.7%
Palestine	17	74	60	853	64	782	1786	1.7%
Other Countries	1827	2983	2938	4360	847	4626	16734	15.7%
Total	4814	9431	13195	51092	4201	27853	106385	100.0%

REFERENCE

- <http://www.unhcr.org/protection/operations/5592bd059/sea-route-europe-mediterranean-passage-age-refugees.html>

The first part of the migratory route in Europe is depicted below. After Germany some refugees seek their hope in Northern countries as Sweden.

REFERENCE

- <http://www.europenowjournal.org/2017/01/04/anatomy-of-a-refugee-wave-forced-migration-on-the-balkan-route-as-two-processes/>

A more broaden route is available in these sites:

- <http://frontex.europa.eu/trends-and-routes/migratory-routes-map/>
- <http://www.zeit.de/politik/ausland/2016-04/refugees-routes-europe-mediterranean-sea>

THE PERSPECTIVES OF INTEGRATION IN GREECE

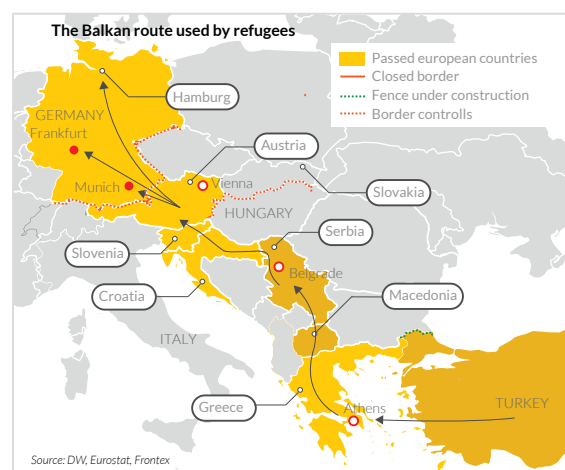
There have been several attempts in Greece to achieve higher levels of integration and they were mainly divided into three big categories: vaccination program, housing and education.

Education

Migrants and refugee children of school-going age are attending Greek schools and they are provided with safe transportation from accommodation facilities to the nearest Greek schools, as well as they are equipped with school kits including notebooks, pens, pencils and other necessary educational material.

Vaccination

In order for the refugee children to be ready to attend



schools and in an attempt to avoid social resistance in integration program, all refugees are fully covered from any possible disease or illness via vaccination. The vaccination program includes inoculation for 10 diseases, with more than 30.000 vaccines provided. Vaccinated children receive vaccination card in order to facilitate the further continuation of the vaccination program.

Housing

Accommodation is a basic element of every host system. Currently, refugees in Greece are being transferred in houses, apartments, and camps are rebuilt as villages.

Greek Language Courses

Last but not least, in many refugee camps Greek language courses are provided as communication is the biggest barrier between refugee and local community.

THE TREATMENT IN GREECE: RIGHTS, REFUGEE CAMPS, HOT SPOTS...

As an applicant for international protection in Greece

- Your deportation is prohibited until the examination of your application is completed.
- You may move freely throughout the country, unless specific areas of the country where you may move freely are determined on the card that you are provided with.
- If you are homeless, you may ask to be hosted in a Reception Centre or other facility. Your request will be accepted, if there are available places.
- You have the right to work under the conditions set by Greek law.
- As an employee, you have the same rights and obligations, regarding social security, as any Greek citizen.
- You have the right to receive hospital, medical and pharmaceutical treatment free of charge, provided that you are uninsured and indigent.
- You and your children have access to the public educational system free of charge.
- You have access to vocational training.
- If you are a disabled person with a disability percentage of 67% and above, you have the right to receive a disability allowance, provided that your housing in a Reception Centre is not possible.
- As long as you remain an applicant for international protection, you cannot travel outside Greece.
- As long as you remain an applicant for international protection, you cannot transfer your family from your country of origin to Greece.

RIGHTS AND SERVICES FOR SEEKERS OF INTERNATIONAL PROTECTION IN GREECE

1) Family Unity

Greek asylum authorities are required to ensure the family unity of those who are recognized as refugees or beneficiaries of subsidiary protection. The families of such persons acquire the same status as the applicant, unless they do not wish to have such status.

2) Residence Permit

Those who have been recognized as refugees or beneficiaries of secondary international protection are granted a residence permit for three years, which is renewable at the request of the person concerned, except for those who pose a threat to national security or to public safety due to conviction for an especially serious crime. The family members of refugees or beneficiaries of international protection are also granted

a residence permit. Issuance and renewal of residence permits are subject to the same rules.

3) Travel Documents

Recognized refugees are given travel documents to be able to travel abroad pursuant to the sample contained in the Annex of the Geneva Convention, unless reasons exist for banning the travel of the person concerned. The passport is granted by the Passport Office of the Greek Police and the required documents, duration, and renewal are determined by Law 3103/2003.

4) Education

Minors who have been recognized as refugees must have access to education. In addition, adults have access to educational training and development under the same terms and conditions as nationals.

5) Social Welfare

Beneficiaries of international protection have access to social welfare under the same conditions as nationals.

6) Access to Employment

Those who are recognized as persons in need of international protection have access to employment, either salaried or independent, pursuant to Presidential Decree 189/1998. The existing legislation on remuneration, terms of employment, training, and educational opportunities also apply to those who have been recognized as refugees. In practice, asylum seekers face a stark reality in Greece with regard to access to the labour market, due to the economic crisis and the overall absence of available job opportunities. As of November 2015, the unemployment rate in Greece was 24.6% overall, and 48% for young persons under twenty-five years of age. In both instances, Greece has the highest unemployment rate in the EU.

7) Health Care

Recognized refugees or persons with subsidiary protection status have the right to health care on the same basis and conditions as nationals.

Those who have special needs, such as pregnant women, the elderly, unaccompanied children, people who have been subject to torture or other inhuman or degrading treatment, or persons with disabilities, as well as trafficking victims and those who come from conflict areas, are entitled to sufficient medical care, including psychological care and support, under the same conditions as nationals. Presidential Decree 220/2007 provides for free healthcare services for all asylum seekers regardless of whether they are hosted in the reception facilities or not. However, access is conditioned depending on the economic status of the asylum seekers. In the case of asylum seekers with disabilities, a monthly allowance is granted subject to Health Committee approval.

8) Unaccompanied Minors

Unaccompanied minors are provided with extra care and protection by the appropriate Greek authorities. Greece has allocated 402 reception facilities to accommodate unaccompanied minors. A joint ministerial decision, which was adopted in February 2016, provides the procedure to determine whether an applicant is a minor. A guardian or a representative is appointed to represent the interests of the child and accommodations are provided either with family members, foster families, or special hospitality centres for minors. The European Commission's 2016 Recommendation to the Greek government asserted that the current guardianship system is problematic, since public prosecutors are appointed to represent minors and do not have appropriate resources to handle the large number of minors who need a guardian. The Commission also noted the lack of a guardianship system within the Greek legal system to enable prosecutors to appoint permanent guardians.

9) Repatriation

The appropriate Greek authorities are required to provide assistance to those refugees and those who possess subsidiary protection to return to their countries of origin, if they so wish.

Refugee Camps

Most of the refugee camps are shutting down nowadays in Greece, as refugees are being transferred into apartments or hotels. The remaining ones, are being renovated or rebuilt to reach European standards of refugee camps and provide better living conditions.

The map and more info of the camps can be found in the following link:

<http://geochoros.survey.ntua.gr/ekepy/>

Refugee camps in Greece on 13/09/2017



THE ROLE OF THE CIVIL SOCIETY IN THE INTEGRATION OF MIGRANTS GREECE

The Greek Council for Refugees (GCR) provides remarkable input

Protection for Minors:

- Through legal information and counselling, identified minors are presented with options that are suitable for them. State authorities are notified and ensured that the registration is successful.
- Ensure that the identified underage refugees are referred for housing, medical examinations and registration.
- Through the national system of placements carried out by EKKA and utilizing NGOs, they find appropriate placements for children.
- They provide legal assistance and individualized support in the framework of the asylum procedure, representation before the authorities (family reunification under Dublin III, relocation etc).

Centre for Families and Children provide:

- Social & psychological support / training activities
- Legal assistance
- Employment counselling

The program aims to facilitate the protection of children and their families in order to ensure the appropriate services in a specialized Unit and a Family Friendly space in the Centre of Athens.

The "Centre for Families and Children" will inform and assist children and their families with access to basic health and care services, access to education and the provision of legal counselling and psychological support.

Provision of legal and psycho-social services to vulnerable refugees & asylum seekers in Northern Greece

The overall goal of the project is to enable vulnerable refugees and asylum seekers in Greece to exercise their legal and social rights and to ensure access to their enjoyment.

Intercultural Centre for the Promotion of Refugee Integration "PYXIS":

Pyxis, centre of information addressing refugees and asylum seekers in our country but also of local community's awareness, organizes and implements various cultural and educational activities like courses of Greek and English language, of computers, of remedial teaching, etc., while, at the same time, it offers counselling and guidance services.

The primary goal of Pyxis is the facilitation of refugees' harmonious integration into the community they live and work so as to fight incidents of exclusion and isolation.

FAIR (Fostering Access for Immigrant children's Rights) offers:

- Five training modules covering six languages for legal practitioners on migrant children's rights and legal representation of migrant children
 - Seven national trainings of 20 lawyers per training in seven countries on the basis of the training modules
 - One European strategic litigation retreat on international human rights mechanisms for migrant children's rights for 21 selected lawyers
 - Continuing assistance and mentoring of 140 trained lawyers
- Other initiatives worth mentioning are the ones taken by independent volunteers, university students and citizens.

Bank of Greece Director says now that the migrant cost will exceed the original estimate of 600 million as more and more refugees are forced to remain in the country as a result of Balkan border closures.

ACTIVITY

United societies of Balkans



Objectives: Understanding reception and integration conditions in Greece



Material:

- Role cards
- Flipchart or board to write on
- Chalk and or furniture to create the border crossing post
- Pens and paper for the observers to make notes



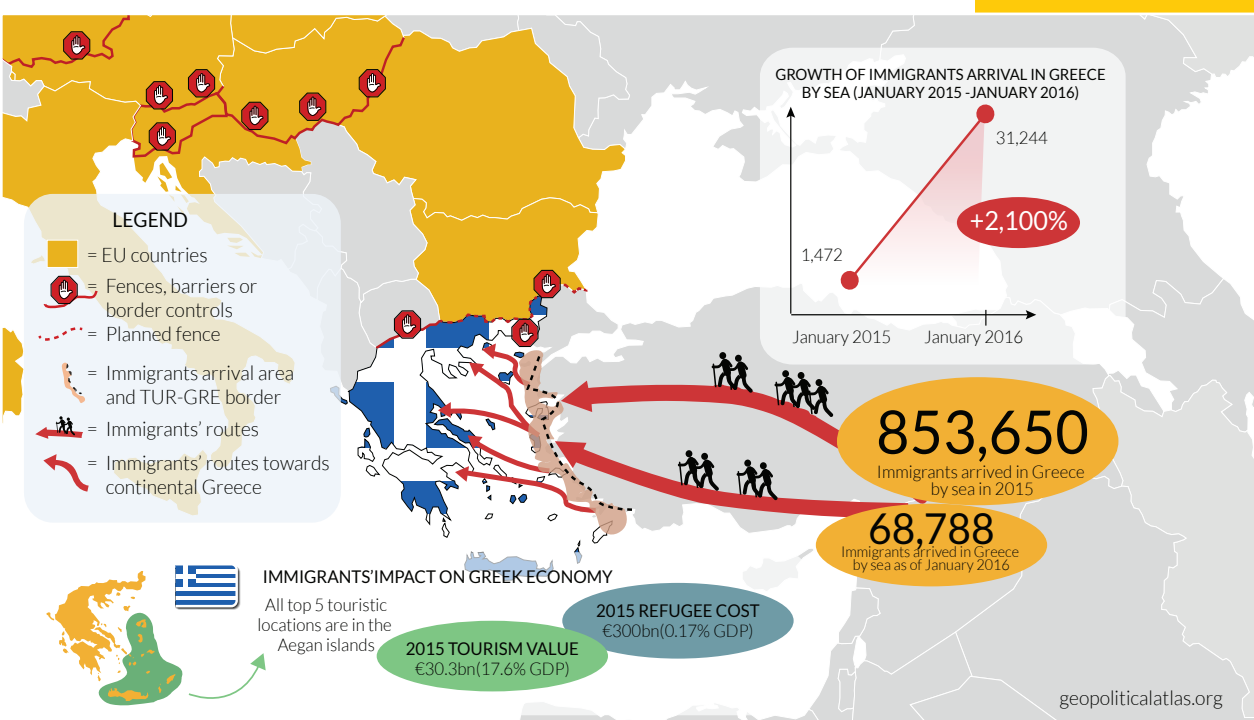
Size of Group: From 6 to 20



Duration: 120 minutes

Preparation:

- Copy the role cards. Each border guard, refugee and observer will need their own card.
- Set the scene for the role-play. For example, draw a line on the floor to represent a border or arrange furniture to make a physical frontier with a gap for the check point. Use a table to serve as a counter in the border control office
- Inform yourself about refugees and the current refugee situation worldwide.



Migrant crisis numbers and costs in Greece

Realization

- Explain that this is a role-play about a group of refugees fleeing their homeland who wish to enter another country in search of safety.
- Start with a brainstorm to find out what people know about refugees. Write the points on a large sheet of paper or flipchart to refer to in the discussion later.
- Show people the set-up and explain the scenario. Tell them that they are on the border between countries X and Y. A large number of refugees have arrived. They want to cross into Y. They are hungry, tired and cold and have travelled a long way from their home countries, P; Q and R. Some have a little money and only a few have identification documents or passports. The border officials from country Y have different points of view about the situation. The refugees are desperate, and use several arguments to try to persuade the border officials to let them in.
- Divide the participants into three groups: one group to represent the refugees, the second group to represent the border officials in country Y, and the third group to be observers.
- Tell the «refugees» and the «border officials» to work out a role for each person and what their arguments will be. Advise the observers about giving feedback. Distribute the role cards and give people fifteen minutes to prepare.
- Start the role-play. Use your own judgment about when to stop, but about ten minutes should be long enough.
- Give the observers five minutes to prepare their feedback; then start the debriefing and evaluation.

Debriefing

Start by asking the observers to give general feedback on the role-play. Then get comments from the players about how it felt to be a refugee or a border official, and then move on to a general discussion about the issues and what participants learnt.

- How fair was the treatment of the refugees?
- Refugees have a right to protection under Article 14 of the Universal Declaration of Human Rights and under the 1951 Convention Relating to the Status of Refugees. Were the refugees given their right to protection? Why/why not?
- Should a country have the right to turn refugees away? When? For what reasons?
- Would you turn someone away if you were a border official? What if you knew they faced death in their own country?
- How are refugees met at the borders of your country? Are any of their human rights being violated? Which?
- What can and should be done to stop people becoming refugees in the first place?

After the debriefing, run the role play a second time, but let the participants swap roles. The observers should now have the additional task of noting any differences between the first and the second role-plays, especially those that resulted in a higher protection of the refugees' rights.

You may also like to make a fourth group who play citizens who want to help, but can only do a little because they are constrained by both the police and bureaucracy. Make a follow-on role-play involving an official team sent by UNHCR or Red Cross to help the refugees in country.

To go in depth

Look at www.newtimes.dk where you can read stories written (in English) by asylum seekers and refugees in Denmark. Pick an article and discuss your response.

The British Red Cross has information and activities about refugees that is produced in their Positive Images project: www.redcross.org.uk.

The group could test their refugee knowledge about at www.proprofs.com

Refugees' role card

Refugees' arguments and options

You are to role-play a mixed group of refugees, so in your preparations each person should decide their identity: their age, gender, family relationships, profession, wealth, religion and any possessions they have with them. Also decide which country you come from, P, Q or J. and whether you are fleeing from war, because of persecution and lack of human rights or another reason.

You should prepare your arguments and tactics; it is up to you to decide whether to put your arguments as a group or whether each member takes a turn to put forward an argument.

You can use these arguments and any others you can think of:

- It is our legal right to seek asylum.
- Our children are hungry; you have a moral responsibility to help us.
- I will be killed if I go back.
- I have no money. My only possessions are two items of jewellery of great sentimental value
- I haven't anywhere else to go.
- I was a doctor / nurse / engineer in my hometown.
- I only want shelter until it is safe to return.
- Other refugees have been allowed into your country. Why not us?
- Where are we? The smugglers agreed to deliver us to country Z.
- I will try to bribe the officials to let me enter.
- My mother and brother are already in Y
- I am on my way to Z, I don't want to stop in Y

Other things to consider

- Do any of you have travel documents?
Are they genuine or are they false?
- Will you split up if the border officials ask you to?
- What will you do if they try to send you back?
What are your options? For instance, is there a refugee camp you could go to?
Is there any way you can get a travel document?
Could you find and pay a people smuggler? Is there another route you can take into Y?

Observers' role card

Your job is to observe the role-play. At the end you will be asked to give feedback. Choose a member to be your representative.

As you watch you should, amongst other things, be aware of:

- The different roles played by both the refugees and border officials.
- The moral and legal arguments they use and how they present them.
- Look out for any infringements of human rights.

You have to decide how you are going to take note of everything. For example, you may consider dividing into two subgroups so that one group observes the border officials and the other the refugees.

Border officials' role card

Border officials' arguments and options

You should prepare your arguments and tactics; it is up to you to decide whether to put your argument as a group or whether each member takes a turn to put forward an argument.

You can use these arguments and any others you can think of:

- They are desperate: we can't send them back.
- If we send them back we will be morally responsible if they are arrested, tortured or killed.
- We have legal obligations to accept refugees.
- They have no money, and will need state support. Our country cannot afford that.
- Do they have any travel documents or means of identification? Are these genuine or false?
- Do they look like genuine refugees? Maybe some are just here to look for a better standard of living?
- Our country is a military and business partner of country X. We can't be seen to be protecting them.
- Maybe they have skills that we need?
- There are enough refugees in our country. We need to take care of our own people. They should go to richer countries.
- We could demand that they pay us a bribe to let them in.
- If we let them in, others will also demand entry.
- They don't speak our language, they have a different religion and they eat different food; they won't integrate.

- There may be terrorists or war criminals hiding among them
- We are only allowed to take in those who say they are fleeing from the war in P.
- Do they want to claim asylum in Y?
- Do they have any money or valuables to pay for their stay while their asylum application is considered?

Before the role-play, think about the following options:

- Will you let all of the refugees across the border?
- Will you let some of them across the border?
Who and for what reasons?
- Will you split them up by age, profession, wealth...?
- Will you do something else instead? What?



ACTIVITIES

The town of Oreokastro



Objectives: Understanding reception and integration conditions in Greece



Material:

- Sheets of paper for name-tags
- Flip Chart Paper
- A watch or clock
- Small bell for the Mayor



Size of Group: From 10 to 20



Duration: 120 minutes

Preparation:

- Photocopy the role-cards, the description of the problem and the rules of debate (optional).
- Prepare name-tags for the different parties / groups that will be represented at the meeting.
- List the different roles on a flip chart so that everyone can see them.
- Make sure you have a space for the 'Council Meeting' and separate spaces for the different groups, so that they can discuss their position beforehand or meet with others.

TO GO IN DEPTH

- <https://www.youtube.com/watch?v=utisolpYCwg>
- <http://en.protothema.gr/primary-schools-in-oreokastro-raise-concerns-over-integration-of-refugee-children/>
- <https://www.youtube.com/watch?v=JEMcxhnnX2c>

Realization

- Read out the description of the issue (find it down). Explain that all participants are citizens of Orogastric and all are troubled by the problem of the refugees' children to enter the local school.
- Show participants the list of different roles and ask everyone to select one for themselves. Hand out the role-cards and the description of the problem and indicate where people and groups can meet up beforehand, and where the "Council Meeting" will take place later on.
- Explain the rules of debate that will be used during the meeting.
- Explain that there will be 30 minutes before the actual meeting so that people can meet other citizens, prepare what they want to say and decide how they want to vote! Tell them that the Town Council meeting will last 40 minutes, and that there may be very little time for actual speeches because of the number of people attending. For that reason, they should try to prepare just one or two points that they want to make.
- Use the preparation phase to set up the space for the "Council Meeting". Ideally people should sit in a semi-circle or horseshoe shape, with the Mayor at the front, in a slightly elevated position. Parties or groups should be able to sit together, and you should place their name-tags on the tables in front.
- After 30 minutes, call the citizens for the meeting (or ask the Mayor to do so). He/she should remind people of the basic rules of debate and give a short speech to introduce the meeting.
- At the end of the meeting, after 40 minutes, the Mayor should call for a vote. When the votes have been counted and the result declared, you should announce the end of the activity, and invite people to bring their chairs into a circle for the debriefing.

Debriefing

Start the feedback round by greeting everybody by their real names or using another technique allowing participants to give up the roles they had assumed during the simulation. This is important to do before starting the debriefing.

Ask the participants what they feel about the process they have just been through:

- Were you surprised by the result of the vote, and did it reflect the position of the person you were playing?
- How much influence do you think you (in your role) had on the result?
- Did interaction with other people or groups make you alter your approach or your attitude towards the problem?
- How easy was it to identify with your role? Why or why not?
- Do you think that this situation could arise in real life? Can you think of any similar cases?
- How would you react if this case arose in your town / place of residence? Did the activity alter your attitude at all?
- To what extent do you think this right is observed in your community?
- Do you know of any cases in history (or today) when this right has been denied?
- Why do you think that education is a fundamental human right?
- To what extent do you think this right is observed in your community?

Access to Education

You live in the picturesque town of Oreokastro, a town of about 80,000 people. In the last 20 years the population has changed radically, partly because young people mostly try to move to larger cities as job opportunities there are better, but also the last years many immigrants from the countries of Caucasus has arrived who even now they are facing great issues from the locals. They now make up almost 15% of the total population.

Recently due to the refugee's crisis, there is a large camp that hosts around 1500 refugees from Syria.

The issue that is now dividing the town is the desire of the refugees and the decision of the state to let the children of the refugees to enter the local school and to learn Greek.

Many parents of the Greek students don't allow this and they are blocking the entrance of the refugees' children with the support of the very right party.

They have called a special meeting, to which all are invited, to resolve this issue.

The meeting will take place in 30 minutes.

List of participants in the meeting

Try to keep the numbers balanced by having the same number of representatives for each group, and the same number in each of the citizen's groups.

You can have as many "ordinary citizens" as you like.

- The Mayor of Oreokastro
- Town Council Members: 3 parties should be represented (greens, liberals, extremely right).
- "Youth in Action for Human Rights!"
- "Past and Present Association"
- "Immigrants Association of Oreokastro"
- Ordinary Citizens: as many as you need
- Optional: 1 or 2 journalists who will report on the meeting

Rules of Debate

You may wish to alter these rules according to the size of your group and the time you have available.

- The meeting will be chaired by the Mayor, and his/her decision on all matters is final.
- If you wish to speak, you should raise your hand and obtain permission from the Mayor.
- Comments should be brief, and should not exceed 2 minutes.
- The meeting will close after 40 minutes, with a vote on whether or not the refugees' children should enter school or not.
- The debate and to vote at the end.

Role card: The Mayor of Oreokastro

You are the Chair of the assembly and it will be your role, once the meeting starts, to welcome the participants and remind them of the rules of debate.

During the meeting, you should try to give everyone the opportunity to speak - and should not allow anyone

to speak for too long!

You are very worried about the bad publicity that this case has been attracting and you plan to try, before the meeting, to speak to some of the groups to try to persuade them to soften their position.

Role card: Town Council member: Very Right Party

You represent the a Very Right Party on the Town Council, and you are strongly opposed to the enter of student.

You feel that refugees' families are privileged to be allowed to stay here and that they should not try to impose different lifestyles on a country where they are guests neither to integrate since they will leave very soon.

You are also worried that this access to education could become a meeting area for recruiting terrorists.

Role card: Town Council member: Liberal Party

You represent the Liberal Party on the Town Council. You supported the original decision, partly because you realize that the refugees have been very good for the economy of the town and you do not want to alienate them.

But you have been very worried by complaints from residents and do not want to create an unnecessary conflict in the community.

You are also concerned about your seat in the next council elections, so you will probably support whichever option appears to be least controversial.

Role card: Town Council member: Green Party

You represent the Green Party on the Town Council.

You believe that the relatively large proportion of people from different parts of the world has added to the culture and interest of Oreokastro and you have felt it unfair that the town has deprived many of these people of the opportunity to have access to education.

Role card: Members of the "Past and Present" Association of Oreokastro

You are one of the main groups opposed to this action. Your members are from traditional communities in Oreokastro, and you think it is very important to keep the ancient character of the town, where most of you have lived all your lives.

You feel that the character of your hometown is being completely changed by a community that arrived here only recently.

You do not see why people who arrived in this country from somewhere else should not live by the same rules as you have here.

Role card: Members of the Youth Action Group "Youth in Action for Human Rights!"

Your group was set up to address some of the worst problems for young people today in Oreokastro. You see the access to education as a way to build a bridge

between the local youth and the refugees. You support the access but you are concerned that other social problems may be neglected by the Council. In particular, the youth budget over the past 5 years has been cut to a level where it cannot begin to meet the needs in the town.

Role card: Members of the “Immigrants Association of Oreokastro”

You have been asking the Council for years to allow the children to enter to schools and to accept them as equal.

You feel that the contribution that your community has made to the town is not appreciated, that people

in your community are unfairly discriminated against in various aspects of their life, the council is denying members of your community their fundamental right to educate.

Role card: Citizens of Oreokastro

You are worried about the conflict that seems to have taken over the town of Oreokastro and you want to go to the meeting of the Town Council in order to vote.

At the moment you do not know what you will vote for: you need to speak to as many different groups as you can and then you plan to make up your mind.

ACTIVITIES

Yes/No



Objectives

- Intercultural communication
- Fundamental rights for migrants
- Reception and integration conditions in Italy
- Reception and integration conditions in Greece
- Crisis of refugees and migrants in Europe



Material

- Projector and speakers
- Sheets of paper
- Flip Chart Paper
- A watch or clock
- The video
<https://www.youtube.com/watch?v=sqdOQWtYtUg>



Size of Group: From 10 to 20



Duration: 60 minutes

Preparation

- Write the statement on a flip chart
- Settle the projector and the speakers
- Write in two papers the words « YES » and « NO » and stick them to two different sides of the space.

Realization

- Explain the participants the rules of the debate (find them below).
- Screen the video two times in order people to understand the issue.
- Explain that there have 5 minutes before they choose their side. It can be to “YES”, “NO” or in the middle.
- They can start the debate
- After 30 minutes of debate divide the group in smaller teams (if is possible one person from each of the sides) and they have 15 minutes to come up with a common strategy of what they could do to solve the issue.

Debriefing

Ask the participants what they feel about the process they have just been through:

- Were you surprised by the result of the debate?
- Did interaction with other people or groups make you alter your approach or your attitude towards the problem?
- How easy was it to express yourself?
- Do you think that this situation could arise in real life? Can you think of any similar cases?
- How would you react if this case arose in your town / place of residence? Did the activity alter your attitude at all?
- To what extent do you think this right is observed in your community?

ACTIVITIES

Border police



Objectives

- Intercultural communication
- Fundamental rights for migrants
- Reception and integration conditions in Italy
- Reception and integration conditions in Greece
- Crisis of refugees and migrants in Europe



Material

Small bottles of water, fake passports, plastic bags (life jackets) fake money, fake guns posters, pens, papers.



Size of Group: From 10 to 20



Duration: 180 minutes

Preparation

- Using theatre methods participant are warmed up, divided into pair.
We give participants time to think about their life as migrants. Then we give them passports and they can start journey.
- **Walk and talk:**
Pax. Walk with their pair and talk about their past life, sharing experiences.

(1) Call to the adventure:

Think of the period before you joined the journey to Europe. How did you get info about it?

Why did you decide to come?

What did you hope to find there?

Was there anybody supporting you in that period? *

**all questions that will be asked to participants in game need to be answered individually by pax. And written down on paper for themselves.*

• Role-play - Smugglers

After participants answer on all questions, they will face their reality.

They need to use money then got with passport to pay to smuggler, so they can buy themselves boat ride.

After they buy boat ride, there is next smuggler that is selling life jackets.

They need to sell lifejackets to at least 70% of pax, since those without lifejackets will be dead after boat ride. They can pay lifejacket with their passports!

Next stop is smugglers with food and water, that are trying to sell them as less its possible for more money. They can pay food and water with their passports

- After they pass all smugglers (If possible for this part to be in forest, with narrow road), they enter to sea (big road - representing sea).

They all board the boat and start journey to Europe. (During this time, we put music and sound of sea).

After finishing with boat ride pax answer on following questions:

- Entering the unknown and the road of trials:

What obstacles/challenges/trials/tests did you encountered along your way in the journey?

Did you overcome them and how? Were you tempted to leave the journey? Did you get some help from the people traveling with you or from the people you met on your way?

- Smuggler from Europe ask for those with life jackets to stand on one side, and those without on other. This with lifejacket continue journey. And after they go, we announced to those without life jacket that they are dead.
- Participates need to find way to EU...
(They go through forest and find way to EU.)
- **After finding border police, pax answer the following questions:**

The final combat/confrontation: What was the most significant success that you had? Did you have to confront someone? Did you have to realize some idea/activity? What made you feel proud? Why was that so meaningful for you? Who helped you or supported you?

• Border police!

Police is asking migrants for their passports, asking them a lot of questions regarding their life and journey. They go one by one, all pax are waiting in line. Those that have passport receive paper to fill in on language that is not understandable to them (Hungarian for example).

- **Pax answers on final questions:**

(4) The Holy Grail: When you look back on your experience within the journey what is the most precious thing that you got from it? What did others got from you and what could your new community get? How will this influence your life and how will you influence the lives of others? What your holy grail would be?

(5) New life: How are you going to use things you learnt during the journey in your everyday life? How will you share this with others so that they can understand and benefit from it? Where did you get and what will be ahead of you now?

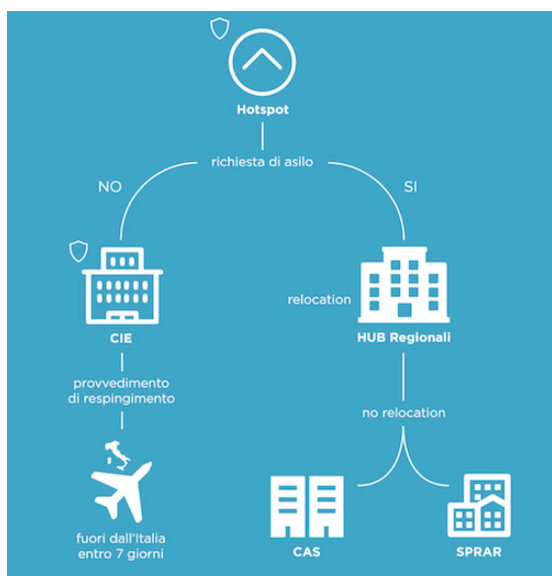
4.2 In Italy

RECEPTION IN ITALY: RIGHTS, REFUGEE CAMPS, HOT SPOTS...

Migrants' First Reception: As required by the EU directions on migration, in 2015, Italy introduced the "hotspot approach" to receive refugees and migrants in key arrival points of the country. The aim of this approach is to manage the migrants' arrival in the ports of Lampedusa, Trapani, Pozzallo (Sicily) and Taranto (Puglia) in order to carry out all the necessary procedures of identifying and checking.

In these particular hotspot areas, the Italian authorities, supported by the EU agencies (Easo, Frontex, Europol), implement the following operations:

- 1) Health screening of the disembarked migrants,
- 2) Identification of vulnerabilities,
- 3) First identification,
- 4) Activities of information,
- 5) Verification of the will or not to request international protection,
- 6) Identification of potential candidates for relocation procedure in other EU countries.



Reception System in Italy

During the disembarkation operations in the ports, some international and local NGOs (i.e. Oxfam, Save the Children, Médecins Sans Frontière, Amnesty, Caritas etc.) and UN Agencies (i.e. UNHCR, UNICEF etc.) are also present. They normally monitor the migrants' conditions and treatments (i.e. if there are some violation of Human Rights by police, NGOs denounce them) and distribute food and clothes to the new arrivals.

Those ones who are relocated, are normally supported

by specialists and cultural mediators/interpreters, who explain the different procedures and the advantages of adhering to relocation. Furthermore, the migrants are then transferred to special reception centres called **Regional Hubs** where they finalize their application for the transfer. They stay at the Regional Hubs until their departure to a Member State, which has given the availability and examined the applications. At the moment, there are only a few cases of relocation, despite the fact that the European Commission have recently tried to promote this procedure.

People who express their intent to apply for international protection, but are not suitable for relocation, are transferred in various first reception centres of the arrival country where they stay for the time necessary (legally, they should stay there between 7 and 30 days, however, it is not unusual that they stay longer) to the finalization of the application for international protection. After this has been completed, they are subsequently transferred in a second reception centre called SPRAR (Servizio Centrale del Sistema di Protezione per Richiedenti Asilo) until the decision of the competent Territorial Commission.

Finally, those who do not express their intent to apply for international protection are initiated to further identification procedures inside the CIEs (Centre for Identification and Expulsion)

The second reception centres (Servizio Protezione Richiedenti Asilo-SPRAR) are managed by the associations that submit their projects to the municipality, where they intend to open the centre. In these centres, only migrants who ask for international protection and minors can be hosted, waiting for the competent territorial commission's decision whether to accept or decline their asylum application.

In 2015, the places in SPRAR were twenty-two thousand (22,000). In 2017, the Italian Ministry of Interior would reach forty thousand (40,000) places. The SPRAR, unlike the regional hub, should ensure individual paths of integration, such as Italian courses and vocational trainings. According to the roadmap of the Italian Ministry of Interior, the regional commission should decide the fate of asylum seekers within 180 days from their request (usually the associations take charge of appeals, in case of refusal). In reality, the time to get the decision is much longer and there are applicants for international protection who are waiting more than a year before receiving a response from the relevant territorial commission.

Due to the intensification of migration flows in 2015, the entire system is flooded. The SPRAR's are full and the asylum seekers remain in the centres longer than expected because of the slowness of the Territorial Commissions. In addition to this issue, most of the Italian municipalities don't want to open new >>>

>>> SPRAR's because of political costs that such decision would provide. For these reasons, in the last years, CAS have been opened (extraordinary reception centres - Centri d'Accoglienza Straordinaria), which are similar to a hub.

The CAS are managed by associations and cooperatives that respond to the calls of the Italian Ministry of Interior.

In Sicily, there are many first reception centres in key arrival points, such as Lampedusa, Pozzallo, Caltanissetta and Mineo. In Palermo, there are only SPRAR's and reception centres for minors. Second reception centres and CIEs are located in other Sicilian cities in the province of Trapani, Agrigento, Catania and Caltanissetta.

For the unaccompanied minors (MNA), the reception process is quite different. The Italian Ministry of Interior manages, with the support of local authorities, specialized centres for relief needs and immediate protection.

Minors stay there till the time necessary for identification and possible age assessment, however, this does not exceed sixty days. If they are under 18 years old, they are transferred to second reception centres or in shelters for minors. In the first case, they are hosted in SPRAR with other migrants, who are waiting for asylum; while, in the second case, they stay in regular shelters together with Italian minors. Palermo is one of the Italian city that host the highest number of unaccompanied minors.

The number of refugees entering Italy, countries where they come from and migration flow

In 2015, arrivals by sea in Italy (153,842 on 31st December 2015) decreased by approximately 9%, in comparison to the previous year, the number of arrivals had reached 170,100.

The peak was registered in June when the number of arrivals had reached 23,241 whilst in 2014, the peak

of arrivals was reached in September (26,122). This decrease is mainly due to the downfall of the Syrian citizens arrivals. In 2014, in fact, the Syrians were the first national group among those who had landed on the Italian coasts (42,323), however, in 2015, the situation had completely changed (7,444). This change, determined by the emergence of the route through Greece and the Balkans which is safer for Syrian citizens, was partly balanced by the growth trend of other nationalities.

In 2015, there was a substantial increase of Nigerian citizens (9,000 in 2014 and 21,886 in 2015), Somalis (5,756 in 2014 and 12,176 in 2015) and Sudanese (3,139 in 2014 and 8,909 in 2015). The arrivals from Eritrea remain almost constant with a slight increase (from 34,329 in 2014 to 38,612 in 2015), as well as the arrivals from other Sub-Saharan countries.

Besides the irregular migrants that arrived by the sea, 5 million is the total number of the foreign population, regularly residing in Italy, of which 4 million come from extra EU countries. **In Sicily**, the situation reported is quite different.

Only 3.6% of the foreign population lives on the island (183,192). This percentage is well below the national average (8.3%), which demonstrates that the island is just a land of transition.

Nevertheless, comparing to the last year, there was an increase of 5.2%, which is quite high compared to the national one (0.2%).

At province level, Palermo hosts 36,980 migrants with an increase of 3.9%, Catania hosts 33,441 migrants (+5.1%), Messina hosts 28,136 migrants (+0.1%), Ragusa hosts 25,744 migrants (+7.4%) and Trapani hosts 18,187 migrants (+10.9%).

The 97.3% of foreign population living in Sicily comes mainly from three continents. The first are people come from European countries (EU and non-EU), the second come from Africa and the third from Asia.

Concerning the nationalities, most of them come from Romania (29%), Tunisia (10.5%), Morocco (8.1%),

Nazionalità 2014		Nazionalità 2015	
Siria	42.323	Eritrea	38.612
Eritrea	34.329	Nigeria	21.886
Mali	9.938	Somalia	12.176
Nigeria	9.000	Sudan	8.909
Gambia	8.707	Gambia	8.123
Palestina	6.082	Siria	7.444
Somalia	5.756	Mali	5.752
Senegal	4.963	Senegal	5.751
Bangladesh	4.386	Bangladesh	5.039
Egitto	4.095	Marocco	4.486
altre	40.521	altre	35.664
Totale	170.100	Totale	153.842

Migrants arrived in Italy in 2014 and 2015 by nationality- source: ISTAT

Sri-Lanka (7.3%), Bangladesh (4.4%) and Albania (4.4%).

According to the “Rapporto sull'economia dell'accoglienza” (2015) of the Department for Civil Liberties and Immigration, the total expenditure for the migrants in the reception centres, which are not SPRAR, was in 2014, 436 million euros, with an average daily cost per migrant of 26,51 euros.

Actually, considering that the reception has been ensured in relation to registered arrivals throughout the year, the average daily cost per migrant is 30 euros plus VAT.

Therefore, the costs of the reception for ordinary operations is in the range of 30-35 euro for adults and 45 euro for unaccompanied minors, these costs are far below those established during the so called “North Africa emergency” (46 euro for adults and 75 euro for minors). So, in an ordinary situation, like the current one, which had an absolute emergency peak in terms of number of people landed and accepted, the costs have been drastically reduced compared to the emergency of 2011. With this funding, rents of the centres, services and above all the employees are paid.

the migration challenge, there is a lack of synergy between local authorities and national institutions, which only in the last years recognized the presence of structured migration flows. For almost two decades, local authorities, the Church and local NGO's took care of the migrants on their territory.

When the national institutions recognized migration as a national issue, their interventions were more focused on the monitor and control of the migration flows, rather than on the migrants' integration perspectives. This aspect is also reflected on **the current political debate**, where the migration issue takes the attention of the political parties, above all during the elections, with the clear intent of propaganda.

The perception of the migration issue in the national media can be described as a “black and white picture”, where the dark colours of the emergency, fear and pain prevail. Although several experiences of integration and the positive social, economic and demographic contributions that migrants give to the country; it seems that the brighter colours, in other words the richness of this phenomenon, don't find place in newspapers, television and other communication and information channels.

The immigration issue is often represented and described as an emergency, a problem to solve and the migrants are depicted as victims or criminals

The stories about immigration are normally linked to public security problems, national safety issues and integration problems. In addition, Italian media usually use specific expressions, words and narrative styles, which tend to make a difficult situation.

Otherwise, common events, where migrants are the protagonist of positive integration stories, remain always on the backgrounds as “shy noises”, whilst news about the numbers of the migrants arriving on the coasts and their difficult reception are often in the foreground, giving a negative image of the immigration and rising audience's concerns.

Concerning the Italian population, Views on immigration are based, not only upon direct perceptions but, also on messages, analysis and interpretation that mass-media and political institutions offer to the public opinion.

In Italy, first surveys on attitudes toward immigration date back to the second half of the Eighties. Since then, the researchers' interest on immigration issues widely increased. It is possible to identify some different historical phases, each of them linked to a different social gap between the Italian population and foreign immigrants.

According to the survey conducted by IPSOS in 2015, the Italians' negative perception of the migration issue raised and became one of the main population's concern after the economic crisis. Most of the interviewers -are now convinced that immigration is «a serious threat to national security» and that >>>



Asylum seekers receive from this amount only 2-2.5 euro per day. Migrants reception increases job offers and business opportunities in Italy, with the risk, in some cases, of an improper use and a bad distribution of the economic resources.

The current debates in these countries: costs, support of migrants in Europe VS support in their own countries or any other relevant debate in your own context .

By analysing the policies implemented to cope with

>>> «it may be linked to terrorism» (38%), whilst almost three out of ten consider that, although there is no risk of terrorist infiltration, it is a huge problem. For the 28% it is «an inevitable phenomenon» and as such should be managed, whilst only 25% think that migrants are a resource for the country. Therefore, there is a very low percentage of those who are in favour of the migrants' reception, only 16%. Most of the Italians want to stop the phenomenon, through rejections and even military actions, in order to fight illegal immigration (40%).

Others wrongly believe that the migrants receive 35 euros per day from the government. This amount refers to funds of the Ministry of Interior, used to facilitate the process of application for asylum seekers, hosted inside the reception centres.

This clarification decreases the number of the migrants who effectively benefit from these governmental funds, by also taking into consideration the facts that some of this money are wasted or mismanaged by Italian public bodies or local organizations in charge of the reception centres.

Moreover, some of this money are used to pay social workers, cultural mediator and other employers, that work inside the centres.

This negative perception of the migrants tends to foster stereotypes and prejudices and provoke discriminatory and racist deviations within the society, that may develop into hate crime or hate speech.

In the recent years, the phenomenon of hate speech online towards migrants has been dangerously widespread.

PERSPECTIVES OF INTEGRATION IN ITALY, ROLE OF CIVIL SOCIETY ORGANIZATIONS

The integration process is now urgent and relevant to ease the migration issue within the Italian society, considering the social changes happened in the last years.



Moltivolti co-working and restaurant, awardee by the Municipality of Palermo as a best practice for migrant's integration

Many hosting countries, such as Italy, changed a lot during these last years: economic problems, increase of poverty and unemployment, decrease of the positive perceptions of the migrants and migration flows. In the last years, xenophobic feelings triggered by media and supported by the political parties, have come out with arrogance.

The Italian government, sometimes supported by the EU institutions, do a lot to rescue the lives of the migrants in the sea however, after their disembarkation or reception in the centres, serious problems of integration begin.

Besides the food, the accommodation and the rescue, to overcome the idea that the migration is just an emergency, new initiatives, in particular in the field of education and work, need to be implemented.

On one side, these may increase the migrants' integration perspectives within the Italian society by giving them new living opportunities in the country. On the other side, they may develop a new consideration

Housing conditions of immigrants residing in the South of Italy (% val.)

Housing	Permanence in Italy					Total
	Up to 2 years	2-3 years	3-5 years	5-10 years	Over 10 years	
Home-owners	2.5	1.7	2.9	12.9	27.6	5.7
Rented home	50.6	51.5	63.6	66.4	59.9	57.8
Guest of relatives, friends or acquaintances	22.2	17.9	8.3	5.6	2.9	12.8
On their work premises	12.8	15.6	16.8	8.6	1.9	13.5
Homeless shelter	3.0	4.5	3.1	1.3	1.0	3.1
Pension/hotel	1.5	1.3	1.0	0.9	1.1	
Abandoned house/makeshift accommodation	4.9	6.4	2.4	3.4	4.8	4.5
Other	2.5	1.1	1.9	0.9	1.9	1.5
Total	100.0	100.0	100.0	100.0	100.0	100.0

Source: Censis survey for "System Action for the Study of Immigration in the Mezzogiorno", 2003

of the migrants, perceived no more as “people parked inside a centre”, but as human resources that can positively contribute, together with the locals, to the wellbeing of the whole society.

In Italy, the migrants’ integration is often a bottom-up process, promoted through initiatives of local NGOs who act in the territory. In particular, this is what happens in Sicily and in Palermo, where few public authorities’ interventions and services addressed to migrants are compensated with the actions of the non-governmental civil society organizations.

Despite the 2008 economic crisis and the increase in emigration flows, immigration to Italy has continued, albeit to a lesser extent than in previous years. Immigration is still considered a problem, even an emergency: political and public attention is often focussed on illegal migration, whereas a well-structured integration policy discourse is nowhere to be seen.

In Italy non-state actors are very important in migration matters. Since the 1980s, when the first immigration flows began, Italian non-state actors have provided support for newcomers and have defended their rights.

These actors include:

- trade unions
- voluntary associations
- Catholic institutions
- NGOs

Even now they fight in defence of migrants and their rights, and provide initiatives for their integration (e.g. language courses, help desks for labour market insertion).

A case in point is the voluntary association, the National Association Beyond the Borders (ANOLF), which is linked to CISL (one of the most important trade unions). The aim of the association is to favour migrant integration across Italy through intercultural integration, orientation to social services, training activities for women, language courses et alia.

In tune with the new positioning of the Programme within DG Migration and Home Affairs, and echoing current events, many applicants have successfully proposed for funding projects dealing with migration issues. Let’s put the spotlight on three Italian projects selected in 2015 under the ‘Europe for Citizens’ programme.

Project # 1: Welcoming Network for Migrant’ Rights and European Citizenship

The main objective of ‘Welcoming Network for Migrant’ Rights and European Citizenship’ is to involve municipalities, stakeholders, experts and CSO, Association of Human rights, ONG, citizens and young people, in order for them to increase awareness on policies of integration, human rights,

asylum, participation and political rights, intercultural communication and cultural mediator, minors, women and gender perspective, services to immigrants

Project # 2: Migration, Integration and co-development in Europe

The project’s objectives were to foster a lively and cross-border debate about EU policy related to migration, asylum and international protection among civil society organizations and citizens in Europe; to contribute to the kick-start of a common EU migration and asylum policy; to increase further cooperation, democratic engagement and civic participation between civil society organizations and citizens that are active in the migrations, asylum and inclusion field from different countries and living communities in Europe.

Project # 3: Boosting Young Migrants’ participation in European cities: transnational solutions to common challenges

The project’s aims are:

- 1) to promote the participation of young foreigners living in Europe to European life;
- 2) to strengthen the role of foreign young people in defining and debating European policies;
- 3) to encourage exchanges of experiences and best practices relating to migration agenda.

REFERENCE

- https://ec.europa.eu/commission/index_en
- http://cadmus.eui.eu/bitstream/handle/1814/32019/INTERACT-RR-2014_05.pdf?sequence=1&isAllowed=y

ACTIVITY

**Objectives**

- Acquire knowledge on the migrants' situation at their arrival in Italy
- Be aware of the reality of the migrants in Italy/Sicily
- Understand migrants' psychological conditions and feelings to get asylum
- Understand the different profile of the migrants and their different treatments at their arrival
- Understand how is organized the migrants' disembarkation by the different actors involved (local and international NGOs, police, guard coast, local authorities etc...)

**Material**

- Different roles and situations for the role play activity
- Pictures on the migrants' disembarkation taken from the websites of red cross, save the children, UNHCR, guard coast, amnesty etc....

**Size of Group:** From 2 to...**Duration:** 1 day**Methodology**

1) The activity starts with showing some pictures and videos about the migrants' disembarkation in the Italian ports, in particular in the Sicilian ones. The facilitator/trainer explain to the participants how this operation works in their country (i.e. different steps, the different actors involved such as police, guard coast, NGOs, red cross etc...);

2) Then, in order to be aware of what happen to the migrants after the disembarkation, facilitator/trainer invites the participants in a tour of the city, called "Through the migrants' eyes".

The tour retraces the steps of the migrants after their disembarkation: from the port, where the doctors check the migrants' health conditions and the police with the support of the NGOs divide them according to their legal status (i.e. asylum seekers, unaccompanied minor etc.), to the police office, where some of them are taken to do further checks, to the different first reception centres for unaccompanied minors and asylum seekers. The tour has also the aim to help the participants, who are just arrive in a new city, to visit it;

3) After the tour, the trainer/facilitator introduces the second phase of the activity, that focuses on the process to get the asylum.

This phase foresees the realization of a role play that will help the participants to better understand the psychological conditions and feelings of the asylum seekers when they are interviewed by the territorial commission composed by 4 members, two of them from the Italian Ministry of Interior.

The trainer/facilitator gives to each participant different roles and stories (see the roles below) to perform, while others are the members of the commission, who should ask them questions to issue the

asylum (see the questions below). To be more effective, it would be better if some real refugees, living in the territory, perform the members of the commission;

4) At the end of all the three phases of the activity, it is foreseen a debriefing in plenary.

Debriefing

- Before this activity, did you know about the migrants' disembarkation process? Have you seen it in television or internet?
- What do you think about the pictures?
- Do you know what happens when the migrants enter in your country?
- How was the tour of Palermo? What do you think about it?
- How did you feel during the role play? Did you feel disoriented/frustrated etc?

Roles for the Role Play

(the following stories are real and have been collected from the migrants living in the reception centres of Palermo)

Name:	Lisa
Surname:	Okope
Birth date:	02/05/1983 - Age 32
Country of origin:	Cameroon
Emigration date:	01/02/2016
Arrival date in Italy:	25/11/2016

She left her country in February with her partner who is the father of their 2 sons. She lost her parents when she was 8-9 years old, so she barely lived the major part of her childhood and adolescence with her aunt (mother's side), together with her sister. Around 7 years ago, she lost her sister too, victim of sudden death. The woman has suffered physical maltreatments and psychological violence in these years living with her aunt,

being obliged by her as well to marry an ancient of the village, lived with him for a year and suffered violence and abuses. She succeeds only after one year to escape and join the one she loves, that is today the father of her children. Motivations that pushed her to leave her country were the continuous threats of the aunt and of the first husband. The husband's grandmother takes care of their children in Cameroun and hope that one day she could join them again. She crossed Nigeria, Niger, and don't remember which other countries. When arrived in Sebha in Lybia, she was separated from her husband and carried with other women in a house/jail. She suffered of a sexual violence, as well collective, and physical maltreatments. She was free the day of the travel and found back her husband on the boat. During the crossing, because of a fight, her husband was thrown to the sea.

Name: Precous
Surname: John - Sex F
Birth date: 23/05/1993 - Age 23
Country of origin: Nigeria (Edo State)
Emigration date: May 2015
Arrival date in Italy: 25/11/2016

After graduating, she left Nigeria in May 2015 with hope and promise to find easy job and good earning. She crosses different countries and about one week later, she reaches Sabha (in Libya). She stayed there more than a year, before leaving by boat directly to Italia. During her stay in Sabha, she is forced to prostitution to pay back the debt of average 30.000€. Finally arrived in Sicilia, she needs to find a way to escape from her persecutors and to reach her contact in Verona; otherwise her relatives (in Nigeria) would be in danger.

Name: Fiori
Surname: Ysegay - Sex F
Birth date: 05/02/1998 - Age 18
Country of origin: Eritrea
Emigration date: 2015
Arrival date in Italy: 25/11/2016

Fiori is a beautiful girl who since her childhood dreamed of moving and living to Norway because she had relatives there, immigrated in the 80s.

When she was 17 years old, she has been recruited for doing a military training for a year, foreseen in Eritrea, before enrol at the military service once being 18 years old. In Eritrea the military service is compulsory and for the women it lasts till their 27 years old.

The year of military training has been hard and she has suffered of strong and physical psychological pressures, together with her fellows. One day, she decided together with her fellow to escape but they have been discovered and some of the girls and boys have been murdered. Fortunately, Fiori escaped and crossed the Eritrea's borders reaching Ethiopia.

From Ethiopia she moved to Sinai but she has been

seized by Arabic smugglers who asked to her relatives a ransom of 15,000 dollars.

Her relatives did not succeed to pay the amount quickly, thus Fiore has been tortured with electric shock constantly and then, these smugglers started to cut her feet fingers. Her relatives have all the time assisted by phone at her tortures.

Finally, parents paid the amount requested and she has been freed and she reached Egypt from which she took a "boat" paying 2500 dollars.

Name: Fatima
Surname: Abdel-Adil - Sex F
Birth date: 02/07/1995 - Age 21
Country of origin: Tunisia
Emigration date: July 2016
Arrival date in Palermo: 25/11/2016

Fatima grew up in a small village in Tunisia, since a childhood she has always been poor health, for that reason she grew up in solitude and did not spend much time with other children. Because she was living in a small village she also did not have the opportunity to access appropriate medical care. Fatima has always been a person who likes to dream, when she was a child she spent her spare time dreaming and fantasizing of being able to travel the world. She's always been very curious and intelligent, but she did not have an opportunity to attend school, for that reason she is not able to read and write. She went only to the school of Koran. At the age of 16 she had the opportunity to see a doctor in Casablanca, and she was diagnosed with kidney dysfunction. The doctor told her that she has a need of a constant medical care. But her parents did not have the ability to financially support her. The doctor tried to get her a visa for a proper medical treatment in Italy, but the procedure was not successful. So, in July 2016, Fatima decides to undertake a journey for a better future. With the help of uncle, she got from Tunisia into Libya where she stayed for a about 4 months, working for a Libyan family. Where she succeeds to save money to embark on a boat to Italy. She dreams that once she will be able to study and write books for children.

HAMED'S STORY

Name: Hamed
Surname: Guizzani
Birth date: 01/01/1997 - Age 19
Country of origin: Sudan
Immigration date: 2015
Arrival date in Palermo: 25/11/2016

Hamed had a difficult childhood because of his parent's divorce when he was three years old. He was brought up with his grandparents from his mom's side, in very difficult economic conditions. In the meantime, his mother had been in other relationships with two men with whom she had another two children.

Because of lack of understanding from her family,

she was often physically and psychologically abused. Hamed was helplessly witnessing the suffering of his mother.

Hamed attended school regularly and he had been very successful. Since he was a child, he was one of the best in the class. He was dreaming of becoming a doctor and helping his mother and brothers in having a better life. 17th of February of 2012 he had suffered a horrendous trauma, he witnessed suicide of his mother. His suffering and depressive mother in one of her weak moments of anger, put herself on fire in front of all her family. After her death, Hamed moved out and lived with different relatives from his father's side, without having a permanent residence. The only constant thing in his life stayed school, from which he manages to graduate.

After graduating, he decides to undertake the trip to Europe in order to continue his education and help his brothers. In fact, once he would be settled, he dreamed of bringing them to Europe. He dreamed of living with his uncle in Holland, with whom he has had very close relationship.

While trying to reach Libya from Sudan, the vehicle in which he travelled with 30 other people, went through an accident, which leaved Hamed with a cranial injury. Smugglers wanted to leave him in the desert but other migrants insisted of keeping him together. One of the consequences of the accident was also losing control of his sexual impulses. In Libya, because of his unacceptable behaviour, he was often beaten and tortured by smugglers. Hamed has also partially lost his memory. He doesn't recall nothing from the moment of the accident until he arrived to the port of Palermo. He doesn't recall the accident, neither how he came to Italy. He just remembers strong headache. He does remember his life before the accident, even though not very clearly and precisely.

Name: Samira
Surname: Berradi - Sex F
Date of birth: 01/12/1967 - Age 48
Country of origin: Morocco
Date of emigration: 2005
Date of arrival to Italy: 25/11/2016

Due to economic difficulties, Samira's husband is still in Libya, hoping to re-join the family. Samira had suffered very bad and difficult relationships with her family, especially with her brother. He has never accepted her husband, whose origins are from Sudan. Those circumstances forced her to move to Libya, where she stayed with her husband for 20 years. She reports that during her return to Morocco for the funeral of her father, she had been physically abused by her brother. She hasn't been returning to her country for 11 years now. In agreement with her husband, she decided to undertake the journey to Italy because Libya is no longer a safe country to live. She hopes to start with

the family reunion procedures soon in order to reunite with her husband and improve her life conditions in Italy. Regarding her health, Samira has been suffering from diabetes for already 4 years.

Name: Mesi
Surname: Testamariam
Birth date: 01/01/2003 - Age 13
Country of origin: Sudan
Emigration date: 2015
Arrival date to Italy: 25/11/2016

Mesi was born and raised in Sudan but she is Eritrean origin. At the age of about 10 (she does not remember very well) she lost her father who had gone to Eritrea, very soon she lost also her mother in a car accident. She stayed with her aunt (mother's sister) who looked after her lovingly. In 2015 she began the journey with her aunt from Sudan to Libya. First, they have been arrested in Sahara, when released they continue their journey. When they arrived in Libya they have been arrested again. After a few months in Libyan prisons, they manage to get out due to a ransom. During the boarding on the boat they have been separated because of the crowd, that's how Mesi stayed alone in Libya. After that she has been arrested again for about 6 months. The hygienic and sanitary conditions in the Libyan prisons are terrible, she stayed in a large room with about 50/60 people of various backgrounds. They were constantly beaten, not able to wash, eat regularly, she had continually stomach ache and diarrhoea, she had also a skin infection and she had to shave all her hair.

She told to have been abused by a guardian, but fortunately he stopped because she was crying a lot. Thanks to the help of her compatriots and her aunt who in the meantime arrived to Germany, the ransom has paid. She would like to be a doctor in her future.

QUESTIONS FOR THE COMMISSION

- 1) Come ti chiami? What's your name?
- 2) Da dove vieni? Where are you from?
- 3) Come è stato il tuo viaggio per arrivare in Italia? How was your journey to Italy?
- 4) In che modo sei arrivato in Italia? How did you come to Italy?
- 5) Quali sono i paesi attraversati? What are the countries crossed?
- 6) Quale è la prima città italiana di arrivo? Which is the first Italian city of arrival?
- 7) Perché hai lasciato il tuo paese? Why did you leave your country?
- 8) Perché non puoi tornare nel tuo paese? Why cannot you go back to your country?

ACTIVITY



Objectives

- Be aware of the current political debates in Italy concerning migration
- Understand the perception of the migrants by the local population
- Understand the national media's perception of the migrants and migration crisis



Material

- Images and articles from the national newspapers for the activity Front Page

- Flipcharts
- Markers
- Papers
- List with questions for the interviews both in English and in Italian



Size of Group: From 2 to...



Duration: 1 day

Methodology

- 1) To better understand the national political debates and the media perception of the migration issue, the first part of the activity is dedicated to a simulation game called "Front page". The trainer/facilitator divides the participants in small groups. Each group is formed at least by two people. Then, each group receives from the trainer/facilitator some pictures and/or comics, taken from different national newspapers and related to a specific article on the migration issue. With these pictures, each group should write some articles for the front page of their newspaper and find a title. Participants have 40 minutes to do that. After that, each group reads in plenary the articles and, in the meanwhile, the trainer/facilitator shows and explains them what the real articles say related to that pictures and in which newspaper they were published (this exercise is inspired by "Front Page" activity, described in COMPASS toolkit, p. 181-184, see the link below).
- 2) After being aware of the national political debates on migration and the media's perception on this topic, the trainer/facilitator will invite the participants to make some interviews in the street to the local population. The participants, divided in the same group of the "Front Page" game or all together if it is a small group, are free to walk around the city to make their interviews. Each group has a list of questions in Italian, translated in English, to ask to the people in the street. Participants are free to add questions to this list. One member of the group is responsible to take notes on the interviewers' answers. After 60 minutes, all the groups have to come back to the activity venue. They have 15 minutes to write down a report on what they found out during the interviews about the locals' perception towards the migration issue, and then they have 7 minutes to present it to the others.
- 3) To conclude this activity on political debates and media and local population's perceptions, the trainer/facilitator suggests the participants to watch some relevant movies about the migration issue in the country.

For the Italian situation, and in particular for the Sicilian one, the movies suggested are "Terraferma"²⁰.

Both movies show the local population's different perceptions towards the migrants in the small island of Lampedusa, where most of the arrivals through the sea take place; The trainer/facilitator gives to each participant different roles and stories (see the roles below) to perform, while others are the members of the commission, who should ask them questions to issue the asylum (see the questions below). To be more effective, it would be better if some real refugees, living in the territory, perform the members of the commission;

- 4) During the debriefing, participants with the support of the trainer/facilitator have to reflect on the connections and differences between the local political debates on migration, the national media and locals' perception of the migrants

Debriefing

- What do you think about the political debate in Italy on migration? How is it in your country? Is it different?
- What sort of news dominate in the media about migration? Is it different in Italy and in your country? How and Why?
- Is there generally good coverage of migration issue in the news?
- How stories about migration are presented in the media?
- Is it possible to present news objectively?
- What do you think about the perception of migrants by local population? Is it the same in your country? Are the people tolerant towards migrants?
- Is there difference between the local population and national media's perception of the? Describe them.
- Do you think that the locals' perception is negatively influenced by the media and the political debates? Why?
- What do you think about the movie Terraferma? Do you think that it represents the reality? What the movie shows is it different from what >>>

²⁰ 2011, see: http://www.fandango.com/terraferma_147907/plotsummary) and "Fuoco a mare" (2016, see: <https://www.theguardian.com/film/2016/jun/09/fire-at-sea-review-masterly-and-moving-look-at-the-migrant-crisis>).

EXAMPLES OF QUESTIONS FOR THE INTERVIEWS

English:

- 1) In your opinion, why most of the migrants come to Italy?
- 2) Do you think that they are a problem for the society? If so, why?
- 3) What do you think about them?
- 4) Are they well integrated within the local society or are they excluded?
- 5) Should they be integrated or not? If so, which is in your opinion the best way to integrate them?
- 6) How, for you, could be possible to solve the migration issue or stop the migration flows?
- 7) Do you think Italy should stop to receive migrants? If so, how?
- 8) What do you think about the Ue policies towards migration? Do they really help the Italian authorities in the management of the migration flows/issue?
- 9) Do you think that the Italian media and politician make this issue bigger than it is in reality?
- 10) In the political debates about migration in Italy, which Italian political party or politician, in your opinion, have the better solution for the migration crisis?

Italian translation for citizens who do not speak

English:

- 1) Secondo te, perché la maggior parte dei migranti vengono in Italia?
- 2) Pensi che siano un problema per la società? Se sì, perché?
- 3) Cosa pensi di loro?
- 4) Sono ben integrati all'interno della società locale o sono esclusi?
- 5) Devono essere integrati o no? Se sì, qual è, secondo te, il modo migliore per integrarli?
- 6) Come si potrebbe risolvere il problema della migrazione o fermare i flussi migratori?
- 7) Pensi che l'Italia dovrebbe smettere di ricevere gli immigrati? Se sì, come?
- 8) Cosa ne pensi delle politiche UE nei confronti della migrazione? Sono davvero di aiuto alle autorità italiane nella gestione dei flussi migratori/del problema?
- 9) Pensi che i media e i politici italiani rendano il problema più grande di quanto non sia in realtà?
- 10) Nei dibattiti politici sulla migrazione in Italia, quale partito politico italiano o politico hanno la soluzione migliore per risolvere la crisi migratoria?

>>> media, politicians and locals say about migration and how they perceive it?

TO GO IN DEPTH

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ACTIVITY



Objectives

- Acquire knowledge on the national law and policy on migration
- Making comparison between national, European and International law and policy on migration
- Be aware of the treatment of the migrants and public/governmental aids in Italy after their arrival and their accommodation within the different reception centres
- Be aware of the data on migrants in Italy such as number of refugees and migrants entering in Italy every year and the countries where they come from



Material

- Print an empty map of the world
- Papers
- Pens and markers
- Flipchart



Size of Group: From 2 to...



Duration: 1 day

Methodology

- 1) Give to the participants an empty map of the world with a list of questions, like the example below. Ask them to fill in the map and answer the questions by guessing the right answers, according to their personal perception that they had during the "Through migrants' eyes tour". Ask them to put aside the map and start the second part of the activity.
- 2) Prepare in a room two tables. The first one is the table of researchers. They will have some international, national and European documents concerning the protection, the laws and the strategies about migrants and a list of guidelines to make their research. In the second table, migrants will speak about their personal experience, so the participants will be able to the real situation and treatment of the migrants. After 40 min., the first group will present to the others its research, while the second one will present what they have listened from the migrants.

This will help to facilitate an open talk about the differences between the legislation at national, international and European level and the reality.

- 3) After the second part of the activity, the trainer asks the participants to take back their filled world map and present them the real migrations flows and number of migrants through an audio-visual presentation. Then, the trainer will carry out a debriefing on the information acquired.

Debriefing

- What do you think about the treatment of migrants in Italy at political and legal level?
- Are there differences between the Italian policy and law on migration and those one at European and international level?
- What are the differences between the Italian policy and those ones of your country?
- Did you notice any differences between the experts' information and the direct experiences of the migrants? What do you think about their treatment in Italy?
- Are there any differences between the perception you had and the real data on migrants?

TO GO IN DEPTH

- <http://www.theworldcafe.com/>
- <http://metrocosm.com/global-migration-map.html>

QUESTIONS

- 1) Which are in your opinion the main migration flows towards Italy? (draw the flows on the map using lines and arrows)
- 2) Where, in your opinion, most of the migrants that arrive nowadays in Italy come from? (make a RED circle around each country by using the map below)
- 3) Where, in your opinion, most of the migrants living in Sicily come from? (make a GREEN circle around each country by using the map above)
- 4) How many migrants, in your opinion, arrived in Italy in 2016? (Guess the number and write it below)
- 5) How many migrants regularly reside in Palermo, considering that its population is 676.000 inhabitants? (Guess the number and write it below)

GUIDELINES FOR RESEARCHING

- 1) Identify your research topic. From the topic assigned, get to pick your angle of focus. Pick an idea you find interesting and go from there. In the beginning stages you don't need to have your topic super focused. A basic idea of what you're looking for is fine. As you do more research you'll narrow it down.
- 2) Understand the assignment. There are a variety of things you need to understand about your assignment before you start researching. How much information do you need? What information do you need?
- 3) Determine the types of information you'll need. This includes things like the format of the material.
- 4) Do preliminary research. When you're starting out it's best to do some basic, over-view type of research. This will give you ideas for a potential focus for your topic.
- 5) Narrow your research focus. Once you have your preliminary research completed you'll need to narrow the focus of your topic. The narrower the focus, the easier it will be to find relevant research material. This means coming up with a specific thesis statement that says what exactly you are trying to argue or research.
- 6) Evaluate your sources. It can be difficult when you're researching (especially on internet) to find and make sure you have credible research material. You'll need to pay attention to who is making the claims in your sources and where they get their information.
- 7) Organize your information. Once you feel you've done enough research, organize the information you've gathered.



ACTIVITY

**Objectives**

- Be aware of the integration perspectives of migrants in Italy (employment, health and education)
- Understand the role of the civil society organizations and their initiative towards the integration of the migrants

**Material**

- Flipcharts
- Markers

**Size of Group:** From 2 to...**Duration:** 1 day**Methodology**

- To summarize the information previously acquired on migration issue at national level and to discuss the possible solutions for the migrants' integration process related to the local context, trainer/facilitator will use the Six Hats Thinking approach.

Coloured hats are used as metaphors for each thinking direction. Switching to a direction is symbolized by the act of putting on a coloured hat, either literally or metaphorically.

These metaphors allow for a more complete and elaborate segregation of the thinking directions. The six thinking hats indicate problems and solutions about an idea the thinker may come up with. Participants are divided in small groups (at least two participants per group).

The facilitator/trainer fixes the topic of the discussion (in this case migrants' integration in Italy) and metaphorically wears the blue hat, which represent the management of the groups' time and the thinking. Then, the trainer/facilitator gives the start to the discussions.

At first, each group wears the white hat and starts to collect all the objective information about the topic. Next the discussions may move to Red hat in order to gather all participants' opinions, reactions and feelings to the problem. This phase may also be used to develop constraints for the actual solution such as who will be affected by the problem and/or solutions.

Next the discussion may move to the Black hat in order to find out all the negative points views of the problems. Then the discussion may move from the Yellow hat (benefits, positive aspects of the problem) to the Green hat in order to generate ideas and possible solutions.

The duration of wearing each hat is given by the facilitator who lead the activity. Normally, each hat is worn for 10 minutes, a part from the green hat that required more time (i.e. 20 minutes).

The outcome of the Six Thinking Hats is a report with

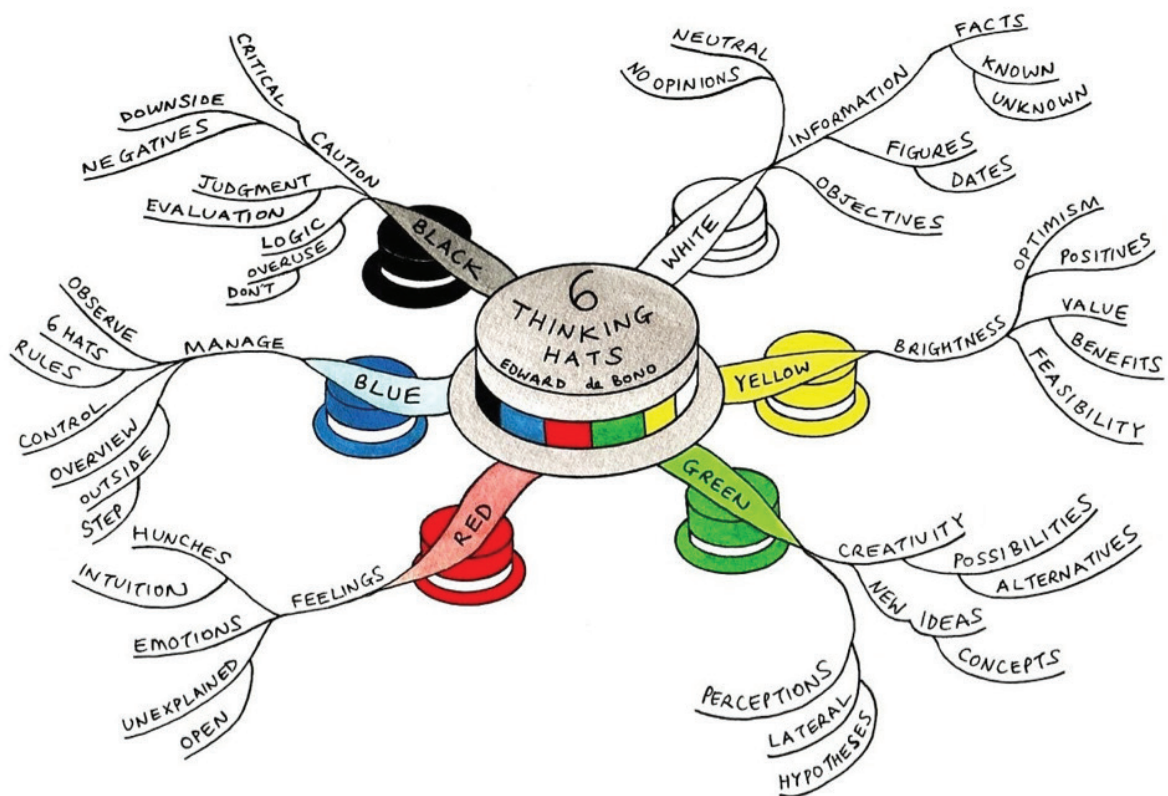
a shape of a big mind map containing in the middle the main issue of the discussion and White, Red, Yellow and Green narrows starting from the centre (see the picture below).

- After the Six Hats Thinking exercise the trainer/facilitator shows an audio-visual presentation on the migrants' integration perspectives, related to employment, education and health, and some examples of best practices, carried out by local civil society organizations.

During the presentation, the trainer/facilitator may invite the participants to express their opinions and to make a debriefing in plenary on the migrants' integration perspectives at local level.

Debriefing

- Was it easy to brainstorm and discuss the migration issue in Italy?
- Are the possible solutions you find for the migrants' integration applicable to the Italian contexts? Are they similar to those ones already implemented by the local organizations?
- What do you think about the integration of migrants in Italy? Is it different from your country? Why?
- What do you think about the best practices presented? Are they really effective? Could they apply to your national context?



TO GO IN DEPTH

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MAIN ACTORS IN THE FIELD

EVALUATION

CONCLUSIONS

GLOSSARY



In response to a recommendation of the Global Commission on International Migration for the establishment of a high-level inter-institutional group of agencies involved in migration-related activities a Global Migration Group (GMG) was established by the United Nations Secretary-General in 2006.

The Global Migration Group (GMG) is an inter-agency group that brings together heads of agencies. It seeks to promote the wider application of all relevant international and regional instruments and norms relating to migration, and to encourage the adoption of more coherent, comprehensive and better coordinated approaches to the issue of international migration. The GMG aims to improve the overall effectiveness of its members and other stakeholders in capitalizing upon the opportunities and responding to the challenges presented by international migration.

The GMG consists of 10 organizations actively involved in international migration and related issues

- International Labour Organization (ILO)
- International Organization for Migration (IOM)
- United Nations Conference on Trade and Development (UNCTAD)
- United Nations Development Programme (UNDP)
- United Nations Department of Economic and Social Affairs (UN-DESA)
- United Nations Population Fund (UNFPA)
- Office of the United Nations High Commissioner for Human Rights (OHCHR)
- United Nations High Commissioner for Refugees (UNHCR)
- United Nations Office on Drugs and Crime (UNODC),
- World Bank

Different international organizations, governmental and non-governmental, concerned with migration, refugees and human resources, work in this fields, among them:

- Africa Humanitarian Action (AHA)
- Africa Recruit
- African and Black Diaspora Global Network on HIV and AIDS (ABDGN)
- African Foundation for Development (AFFORD)
- American Jewish Joint Distribution Committee - Center for International Migration and Integration (JDC-CI-MI)
- Amnesty International
- Assistance pédagogique internationale (API)
- Australian Catholic Migrant and Refugee Office (ACMRO)
- CARAM Asia
- CARE International
- Caritas Internationalis
- Catholic Relief Services (CRS)
- Center for Migration Studies of New York (CMS)
- Child Helpline International (CHI)
- Community of Sant'Egidio
- Danish Refugee Council (DRC)
- Episcopal Migration Ministries (EMM)
- European Youth Forum (YFJ)
- Federation of Ethnic Communities' Councils of Australia, Inc. (FECCA)
- Federation of Indian Chambers of Commerce and Industry (FICCI)
- Femmes Africa Solidarité (FAS)
- FOCSIV - Volontari Nel Mondo

(Federation of Christian Organizations for International Volunteer Service)

- Food for the Hungry International (FHI)
- Friends World Committee for Consultation (FWCC)
- Hassan II Foundation for Moroccans Residing Abroad
- HIAS, Inc.
- Human Rights Watch
- Initiatives of Change International
- Internal Displacement Monitoring Centre (IDMC)
- International Institute of Humanitarian Law (IIHL)
- International Islamic Relief Organisation (IIRO)
- International Medical Corps (IMC)
- International Organisation of Employers (IOE)
- International Rescue Committee (IRC)
- International Social Service (ISS)
- International Trade Union Confederation (ITUC)
- INTERSOS
- Islamic Relief
- Japan International Friendship and Welfare Foundation (JIFF)
- Jesuit Refugee Service (JRS)
- “La Caixa” Foundation
- Lutheran World Federation
- Mary Robinson Foundation - Climate Justice
- Médecins Sans Frontières
- Migrant Help
- Migrants Rights International (MRI)
- NGO Committee on Migration
- Niwano Peace Foundation (NPF)
- Norwegian Refugee Council (NRC)
- Partage avec les enfants du tiers monde
- Paulino Torras Domènech Foundation
- Red Cross International
- Refugee Council of Australia (RCA)
- Refugee Education Trust (RET)
- Save the Children
- SOS Children’s Villages International
- Terre des Hommes International Federation (TDHIF)
- The Hague Institute for Global Justice
- Tolstoy Foundation, Inc.
- United Cities and Local Governments (UCLG)
- World Alliance of Young Men’s Christian Associations (World YMCA)
- World Council of Churches (WCC)
- World Vision International (WVI)

Evaluation gets not good press. In fact, an evaluation is often synonymous of control, justification or long report to fill.

However, evaluation is essential in our educational work for either the young people or the youth worker.

Evaluation can be an opportunity quite useful to learn, to motivate, to participate and to improve. In this guide, we will present you some exercises easy to implement into your educational activity to make your moment of evaluation attractive and inspiring.

It is not easy to choose which activity integrated into your planning. In fact, it will depend on many factors: the size of the group, your objectives behind the evaluation session or even the time you have. To make easier your use of this section, we divided exercises into two big categories: the personal and the group method.

The section has not the aim to be exhaustive, but to give you some ideas to modulate after in your own way. Many of these exercises come from books of reference like the T-kit on education evaluation in youth work. You will find a list of these books at the end of the section.

PERSONAL METHOD

Personal methods are activities in which, the actors involved in the evaluation make their own judgments and draw their own conclusions concerning the progress of the activity, the learning process, the outcomes, their personal feelings and involvement, etc.¹

Some examples of personal evaluation methods are:
Surveys of questionnaires

Surveys and questionnaires are the first image we have in mind when we talk about evaluation. In fact, it is the most common way to collect quantitative and qualitative data and make comparison. In that sense, it is important to think beforehand about what you want to evaluate in order to have in mind both the methodology and the type of questions you will use. The T-kit already mentioned offers you a large theoretical part on this subject. As an example, we distributed this questionnaire after the pre-departure training in our project.

Letter to yourself ²²

This method is very efficient and powerful when you want evaluation of a process.

The “letter to yourself” is one of the simplest and most commonly used personal evaluation methods. It is also one of the most efficient. The “letter to yourself” can achieve some very interesting and in depth results about the impact of a program. As it is a personal method, it can also assist the participant to >>>

²¹ Council of Europe & European Commission, 2007, “Educational evaluation in youth work”, pp.57

²² Council of Europe & European Commission, 2007, “Educational evaluation in youth work”, pp.61

>>> become aware of certain progress made as a result of his/her participation, which s/he would not realize otherwise.

If you are planning to use this method, you should keep in mind that the “letter to your-self” is a very personal method. The facilitator does not have any possibility to intervene, influence or interact in the process as s/he does not read the letter. After all, it is a letter to “your-self”, the participant may write in their own language and what they write is totally between the participant and, well, themselves.

You ask the participants to write themselves a letter. When you ask them to prepare the letter depends on the program of your project. This may be on the very first day of the program, in the middle or on the last day, before departure. The decision will be made in function of what you want to achieve with the letter. In all cases, it is important to provide enough time and space for writing this letter and its importance should be made quite clear to all participants.

Once they have finished writing the letter, they seal it in an envelope on which they write their full name and postal and address. The team sends the letters to the participants after a period of time after the project has ended, for example, 2 months after. This allows the participants to make a comparison of their initial perspectives and feelings with the ones they have 2 months after the project.

GROUP METHOD

End of the day review

The living Dartboard

Participant: from 3

Time: from 15 minutes

How to do?

It is an energetic way to evaluate. In fact, the facilitator will arrange an object in the centre of the place that will correspond to the centre of the Dartboard. The participants are invited to move around the room according to their position towards statements that are read out about the subject of the evaluation. The more you agree with the statement, the more you move closer to the centre. The more you disagree, the more you move farer from the centre.

After everyone has chosen their position, the facilitator could ask to explain their choice.

The three-word review

Participant: from 3

Time: from 15 minutes

How to run this exercise?

The facilitator will ask to each participant to write down on a post-it three words that describe their feelings about the day. Participants will stick their words on a flipchart. After that, the facilitator can initiate a discussion about the meaning of these words.

The telegram

Participant: from 3

Time: from 15 minutes

How to run this exercise?

This exercise well adapted after a tired session when participants have no energy left for an evaluation.

The facilitator invites the participant to think about the day or the session and then to share their opinion with the group in three words: a positive word - a negative word - a concluding word.

The facilitator will write down these words on a flipchart this would be useful to summarize the group's impressions.

Pirate treasure chest

Participant: from 4

Time: from 20 minutes

How to run this exercise?

The facilitator will dispose three posters on the wall: a pirate treasure chest, a dustbin and a magic wand. On a sticky piece of paper, participants will write down their impressions on each poster. On the pirate chest they will answer to the questions: “what do I want to take home?”. On the dustbin: “What do I want to avoid?” and on the magic wand: “If I could improve something what would be?”.

After that, the facilitator can initiate a discussion about the meaning of these words.

Throwing a shoe

Participant: from 4

Time: from 15 minutes

How to run this exercise?

The facilitator will mark down on the floor a scale (e.g. 1 stands for: “it was not great”; 10 stands for “it was fantastic”) and will ask the participants to take off their shoes. The participants are asked to throw one of their shoes according to the scale. The second shoe can be used for another topic.

Visual Method

Puppets in the tree ²³

Participant: from 3

Time: from 15 minutes

How to run this exercise?

This method can be used for the end of day review as well as for a final review in smaller or bigger groups. The advantage of this method is that you can easily adapt it to different situations or needs. All members of the group are invited to express their current feelings and / or their satisfaction with the programme

²³ Council of Europe & European Commission, 2007, “Educational evaluation in youth work”, pp.71



or on other aspects such as their learning, the group dynamic and so on.

To do these participants are asked to choose one of the figures (or puppets) on the picture that they consider most representative of their present mood or state of mind in relation to the aspect being evaluated.

When everybody has chosen his puppet, participants explain to each other the reasons of their choice.

You can use other tools for this exercise like smileys or objects.

Altitude gauge

Participant: from 3

Time: from 10 minutes

How to run this exercise?

The facilitator will draw an airplane standing on the ground, taking off, ascending, cruising, descending and landing. Participants indicate how their day fits into this metaphor by adding sticky notes on the wall.

Participant can explain to each other the reasons of their choice.

Snap shots

Snapshots are useful when you do not have a lot of time left but you still want to get a picture of the general feeling in the group.

Clap Clap

This is a very simple method to evaluate different elements of the activity at the end of or during the programme.

Ask participants to form a circle. The facilitator reads out different elements of the programme and according to their satisfaction with that element participants clap their hands.

The higher the level of satisfaction, the louder and longer the applause should be. As this activity is only intended to measure the satisfaction of participants with a particular programme element. It can be used as a warm up activity

Thermometer

It is a simple activity to “take the temperature”. A thermometer can be drawn on a flip chart and participants are invited to put a personalised mark (their name or initials) on the temperature they feel best represents how they view a particular part of the programme or how they feel the group is.

Participants can also be asked to share their evaluations and to discuss how things can be improved.

Last round

The last round in an activity offers participants the possibility to express the things that they consider as the most important elements or those issues “which have not yet been mentioned” before the end and before everyone leaves. This is sometimes an emotional moment before the programme really ends.

Matches

You need one or two boxes of matches (one match per person is enough) and a plate or a bucket. One by one, participants are asked to burn a single match and to speak only for the time that the match is burning. When it burns out you have to end your point immediately!

Spider net

Ask the group to form a circle. Each participant will say his last comments by throwing a wool ball to the next speaker until the last one. A spider net is created, connecting in that way the entire group.

SOURCES

- Don Bosco Youth-Net & Council of Europe, “A methodology for international youth Work”
- Council of Europe & European Commission, 2007, “Educational evaluation in youth work”
- Léargas, 2012 “Recognising learning in Youth Exchanges: a hands-on toolkit”
- Council of Europe, 1995, “All different all equal”
- Council of Europe, 2002, “Compass, manual for Human Rights education with young people”

Working effectively with all new migrants from culturally and linguistically diverse backgrounds, requires sensitivity, openness to learning, and a commitment to the practice of cross-culturally responsive skills and competencies. It is important for young people to have a general understanding of the key issues, history and sensitiveness regarding cultural differences.

Furthermore, refugees and some new migrant groups are at higher than usual risk of presenting with mental health problems sometime after settlement. Some of these problems are triggered by the resettlement experience itself, while others reflect past trauma.

This training represents a first step towards the enriching journey to the intercultural encounter.

We encourage volunteers to continuously update by critically informing from different local and international sources including online newspapers, radio, social media, and by sharing opinions with others. This is how volunteers will be able to shape their own opinion on this complex and fast changing field.

Moreover, once young people are in their volunteering contexts they will face human beings and will directly experience the unpredictable and unique encounter with the Other.

One of the indirect aims of the present training is to raise the confidence of young participants through knowledge. Volunteers need to be willing and prepared to step outside of their comfort zones in order to connect with the individuals they help. Self-confidence is one of the most important ingredients of a successful volunteering experience, in order to have a conversation, face to face, as a way to understand individuals and families, to listen to their stories and to share their own.

In addition to this, we also aim to enable volunteers to be able to recognise their own limits, their fears and their need for external help in case of uncomfortable situations. To be aware of statistics and global challenges regarding global migration doesn't make them immune to specific obstacles, where experienced professionals can provide them with useful coping strategies. This leads to the development of another skill: teamwork. Making the project a success will involve working closely with a diverse range of people, migrant and refugees, mentors, locals and other volunteers, many of whom they might otherwise never interact with.

We suggest youth workers to evaluate through participatory activities the sessions and to use validation

tools and practice in order to recognize the learning outcomes of the volunteers.

Volunteers will find that their international experiences have a deep impact on their personal development, helping them make the transition into the world of work. It will also deepen their awareness and understanding of global issues and the importance of the acquisition of cultural knowledge and the value and of learning from experience.

Glossary

IOM, Glossary on Migration, International Migration Law Series No. 25, 2011

Assimilation

Adaptation of one ethnic or social group - usually a minority - to another. Assimilation involves the subsuming of language, traditions, values, mores and behaviour or even fundamental vital interests. Although the traditional cultural practices of the group are unlikely to be completely abandoned, on the whole assimilation will lead one group to be socially indistinguishable from other members of the society. Assimilation is the most extreme form of acculturation.

Assisted Voluntary Return

Administrative, logistical, financial and reintegration support to rejected asylum seekers, victims of trafficking in human beings, stranded migrants, qualified nationals and other migrants unable or unwilling to remain in the host country who volunteer to return to their countries of origin.

Asylum seeker

A person who seeks safety from persecution or serious harm in a country other than his or her own and awaits a decision on the application for refugee status under relevant international and national instruments.

In case of a negative decision, the person must leave the country and may be expelled, as may any non-national in an irregular or unlawful situation, unless permission to stay is provided on humanitarian or other related grounds.

Border management

Facilitation of authorized flows of persons, including business people, tourists, migrants and refugees, across a border and the detection and prevention of irregular entry of non-nationals into a given country. Measures to manage borders include the imposition by States of visa requirements, carrier sanctions against transportation companies bringing irregular migrants to the territory, and interdiction at sea.

International standards require a balancing between facilitating the entry of legitimate travellers and preventing that of travellers entering for inappropriate reasons or with invalid documentation.

Brain drain

Emigration of trained and talented individuals from the country of origin to another country resulting in a depletion of skills resources in the former.

Brain gain

Immigration of trained and talented individuals into the destination country. Also called «reverse brain drain».

Capacity building

Building capacity of governments and civil society by increasing their knowledge and enhancing their skills. Capacity building can take the form of substantive direct project design and implementation with a partner government, training opportunities, or in other circumstances facilitation of a bilateral or multilateral agenda for dialogue development put in place by concerned authorities.

In all cases, capacity building aims to build towards generally acceptable benchmarks of management practices.

Circular migration

The fluid movement of people between countries, including temporary or long-term movement which may be beneficial to all involved, if occurring voluntarily and linked to the labour needs of countries of origin and destination.

Country of origin

The country that is a source of migratory flows (regular or irregular).

Emigration

The act of departing or exiting from one State with a view to settling in another.

Facilitated migration

Fostering or encouraging of regular migration by making travel easier and more convenient. This may take the form of a streamlined visa application process, or efficient and well-staffed passenger inspection procedures.

Forced migration

A migratory movement in which an element of coercion exists, including threats to life and livelihood, whether arising from natural or man-made causes (e.g. movements of refugees and internally displaced persons as well as people displaced by natural or environmental disasters, chemical or nuclear disasters, famine, or development projects).

Freedom of movement

A human right comprising three basic elements: freedom of movement within the territory of a country (Art. 13(1), Universal Declaration of Human Rights, 1948: *“Everyone has the right to freedom of movement and residence within the borders of each state.”*), the right to leave any country and the right to return to his or her own country (Art. 13(2), Universal Declaration of Human Rights, 1948: *“Everyone has the right to leave any country, including his own, and to return to his country.”*)

See also Art. 12, International Covenant on Civil and Political Rights. Freedom of movement is also referred to in the context of freedom of movement arrangements between States at the regional level (e.g. European Union).

Immigration

A process by which non-nationals move into a country for the purpose of settlement.

Internally Displaced Person (IDP)

Persons or groups of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized State border (Guiding Principles on Internal Displacement, UN Doc E/CN.4/1998/53/Add.2.).

See also de facto refugees, displaced person, externally displaced persons, uprooted people.

International minimum standards

The doctrine under which non-nationals benefit from a group of rights directly determined by public international law, independently of rights internally determined by the State in which the non-national >>>

>>> finds him or herself. A State is required to observe minimum standards set by international law with respect to treatment of non-nationals present on its territory (or the property of such persons), (e.g. denial of justice, unwarranted delay or obstruction of access to courts are in breach of international minimum standards required by international law).

In some cases, the level of protection guaranteed by the international minimum standard may be superior to that standard which the State grants its own nationals.

Irregular migration

Movement that takes place outside the regulatory norms of the sending, transit and receiving countries. There is no clear or universally accepted definition of irregular migration. From the perspective of destination countries, it is entry, stay or work in a country without the necessary authorization or documents required under immigration regulations.

From the perspective of the sending country, the irregularity is for example seen in cases in which a person crosses an international boundary without a valid passport or travel document or does not fulfil the administrative requirements for leaving the country. There is, however, a tendency to restrict the use of the term «illegal migration» to cases of smuggling of migrants and trafficking in persons.

Labour migration

Movement of persons from one State to another, or within their own country of residence, for the purpose of employment. Labour migration is addressed by most States in their migration laws. In addition, some States take an active role in regulating outward labour migration and seeking opportunities for their nationals abroad.

Migrant

IOM defines a migrant as any person who is moving or has moved across an international border or within a State away from his/her habitual place of residence, regardless of (1) the person's legal status; (2) whether the movement is voluntary or involuntary; (3) what the causes for the movement are; or (4) what the length of the stay is. IOM concerns itself with migrants and migration-related issues and, in agreement with relevant States, with migrants who are in need of international migration services.

Migration

The movement of a person or a group of persons, either across an international border, or within a State. It is a population movement, encompassing any kind of movement of people, whatever its length, composition and causes; it includes migration of refugees, displaced persons, economic migrants, and persons moving for other purposes, including family reunification.

Migration management

A term used to encompass numerous governmental functions within a national system for the orderly and humane management for cross-border migration, particularly managing the entry and presence of foreigners within the borders of the State and the protection of refugees and others in need of protection.

It refers to a planned approach to the development of policy, legislative and administrative responses to key migration issues.

Naturalization

Granting by a State of its nationality to a non-national through a formal act on the application of the individual concerned.

International law does not provide detailed rules for naturalization, but it recognizes the competence of every State to naturalize those who are not its nationals and who apply to become its nationals.

Orderly migration

The movement of a person from his or her usual place of residence to a new place of residence, in keeping with the laws and regulations governing exit of the country of origin and travel, transit and entry into the destination or host country.

Push-pull factors

Migration is often analysed in terms of the «push-pull model», which looks at the push factors, which drive people to leave their country (such as economic, social, or political problems) and the pull factors attracting them to the country of destination.

Receiving country

Country of destination or a third country. In the case of return or repatriation, also the country of origin. Country that has accepted to receive a certain number of refugees and migrants on a yearly basis by presidential, ministerial or parliamentary decision.

Refugee

A person who, «owing to a well-founded fear of persecution for reasons of race, religion, nationality, membership of a particular social group or political opinions, 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.»

(Art. 1(A)(2), Convention relating to the Status of Refugees, Art. 1A(2), 1951 as modified by the 1967 Protocol). In addition to the refugee definition in the 1951 Refugee Convention, Art. 1(2), 1969 Organization of African Unity (OAU) Convention defines a refugee as any person compelled to leave his or her country «owing to external aggression, occupation, foreign domination or events seriously disturbing public order in either part or the whole of his country or origin or nationality.» Similarly, the 1984 Cartagena Declaration states

that refugees also include persons who flee their country *«because their lives, security or freedom have been threatened by generalised violence, foreign aggression, internal conflicts, massive violations of human rights or other circumstances which have seriously disturbed public order.»*

Remittances

Monies earned or acquired by non-nationals that are transferred back to their country of origin.

Repatriation

The personal right of a refugee, prisoner of war or a civil detainee to return to his or her country of nationality under specific conditions laid down in various international instruments (Geneva Conventions, 1949 and Protocols, 1977, the Regulations Respecting the Laws and Customs of War on Land, Annexed to the Fourth Hague Convention, 1907, human rights instruments as well as customary international law).

The option of repatriation is bestowed upon the individual personally and not upon the detaining power. In the law of international armed conflict, repatriation also entails the obligation of the detaining power to release eligible persons (soldiers and civilians) and the duty of the country of origin to receive its own nationals at the end of hostilities.

Even if treaty law does not contain a general rule on this point, it is today readily accepted that the repatriation of prisoners of war and civil detainees has been consented to implicitly by the interested parties.

Repatriation as a term also applies to diplomatic envoys and international officials in time of international crisis as well as expatriates and migrants.

Resettlement

The relocation and integration of people (refugees, internally displaced persons, etc.) into another geographical area and environment, usually in a third country. In the refugee context, the transfer of refugees from the country in which they have sought refuge to another State that has agreed to admit them.

The refugees will usually be granted asylum or some other form of long-term resident rights and, in many cases, will have the opportunity to become naturalized.

Smuggling

«The procurement, in order to obtain, directly or indirectly, a financial or other material benefit, of the illegal entry of a person into a State Party of which the person is not a national or a permanent resident» (Art. 3(a), UN Protocol Against the Smuggling of Migrants by Land, Sea and Air, supplementing the United Nations Convention against Transnational Organized Crime, 2000).

Smuggling, contrary to trafficking, does not require an element of exploitation, coercion, or violation of human rights.

Stateless person

«A person who is not considered as a national by any State under the operation of its law» (Art. 1, UN Convention relating to the Status of Stateless Persons, 1954).

As such, a stateless person lacks those rights attributable to national diplomatic protection of a State, no inherent right of sojourn in the State of residence and no right of return in case he or she travels.

Technical cooperation

Coordinated action in which two or several actors share information and expertise on a given subject usually focused on public sector functions (e.g. development of legislation and procedures, assistance with the design and implementation of infrastructure, or technological enhancement).

Trafficking in persons

«The recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation» (Art. 3(a), UN Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, Supplementing the UN Convention against Transnational Organized Crime, 2000).

Trafficking in persons can take place within the borders of one State or may have a transnational character.

Xenophobia

At the international level, no universally accepted definition of xenophobia exists, though it can be described as attitudes, prejudices and behaviour that reject, exclude and often vilify persons, based on the perception that they are outsiders or foreigners to the community, society or national identity.

There is a close link between racism and xenophobia, two terms that can be hard to differentiate from each other.

ANNEXES

ACT: Youth in movement - Key concepts

Libyan journey

Syrian war



ACT : YOUTH IN MOVEMENT

USEFUL HANDBOOK

Key concepts

are the following items :

- Fundamental rights
- The crisis of refugees and migrants
- Intercultural communication

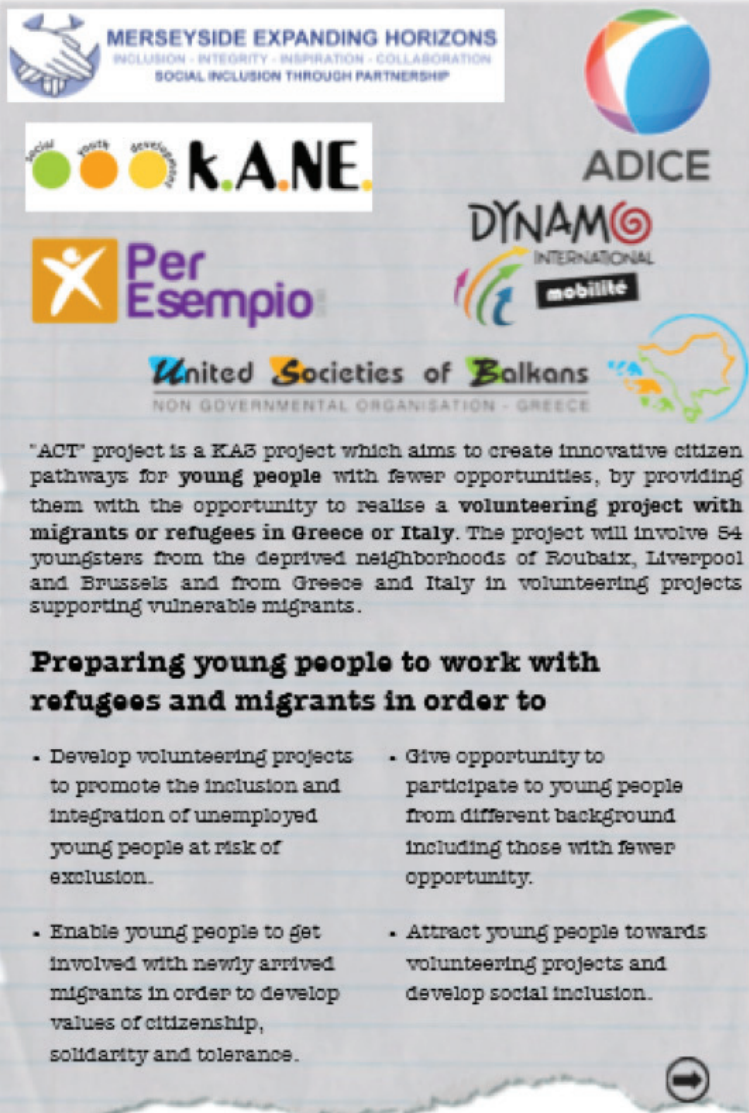
THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

is a milestone document in the history of humanity. The article 13 states that:

- Everyone has the right to free movement and residence within the borders of each state.
- Everyone has the right to leave any country, including his own, and to return to their country.

Unfortunately, there are alarming trends in the treatment of asylum seekers and refugees, as well as of irregular migrants in throughout Europe. However, irregular migration is not a criminal act and irregular migrants are given certain rights under international law, which ought to be respected.

Next page



MERSEYSIDE EXPANDING HORIZONS
INCLUSION - INTEGRITY - INSPIRATION - COLLABORATION
SOCIAL INCLUSION THROUGH PARTNERSHIP

K.A.N.E.
KIDNEY AND NERVE

Per Eempio

ADICE

DYNAMO
INTERNATIONAL
mobilité

United Societies of Balkans
NON GOVERNMENTAL ORGANISATION - GREECE

"ACT" project is a KAS project which aims to create innovative citizen pathways for **young people** with fewer opportunities, by providing them with the opportunity to realise a **volunteering project with migrants or refugees in Greece or Italy**. The project will involve 54 youngsters from the deprived neighborhoods of Roubaix, Liverpool and Brussels and from Greece and Italy in volunteering projects supporting vulnerable migrants.

Preparing young people to work with refugees and migrants in order to

- Develop volunteering projects to promote the inclusion and integration of unemployed young people at risk of exclusion.
- Enable young people to get involved with newly arrived migrants in order to develop values of citizenship, solidarity and tolerance.
- Give opportunity to participate to young people from different background including those with fewer opportunity.
- Attract young people towards volunteering projects and develop social inclusion.



HUMAN RIGHTS : Do you know the difference between illegal migration and migrant in an irregular situation?



SITUATION OF MIGRANTS : Can you explain the difference between a migrant and refugee?



INTERCULTURAL COMMUNICATION : What is The Iceberg Concept of Culture, why is it important to understand this concept?

«More people than ever affected by forced displacement...» UNHCR



© UNHCR

SITUATION OF MIGRANTS

Many vulnerable people are coming to the European Union to seek asylum. This is a form of international protection that is given to people fleeing their home countries and who can't return due to a well-founded fear of persecution. But not everyone coming to Europe needs protection. Many people leave their home country in an attempt to improve their lives.

In fact, migration is a process of moving, either across an international border or within a country, encompassing any kind of movement of people, regardless of the reasons.

It is important to understand that there is a difference between migrants and refugees. Refugees are persons fleeing armed conflict or persecution. Their situation is often so perilous and intolerable that they cross national borders to seek safety in nearby countries, and thus become internationally recognized as refugees with access to assistance

from States, UNHCR, and other organizations.

Migrants choose to move not because of a direct threat of persecution or death, but mainly to improve their lives by finding work, or in some cases for education, family reunion, or other reasons. Unlike refugees who cannot safely return home, migrants face no such impediment to return. If they choose to return home, they will continue to receive the protection of their government. All refugees are migrants, however, this does not mean that every migrant is a refugee. A migrant goes to another country for economic, climatic or political reasons.

INTERCULTURAL COMMUNICATION

Why is culture like an iceberg? When we see an iceberg, the portion which is visible above water is in reality, only a small piece of a much larger whole. Deep below the «water line» are a culture's core values. These are primarily learned ideas of what is good, right, desirable, and acceptable. In many cases, different cultural groups share similar core values, but these are often interpreted differently in different situations. Ultimately, our interpretations of our core values become visible to the casual observer in the form of observable behaviors.

Some dates

1948 : Universal declaration of human rights

1951 : Convention relating to the Statute of Refugees (Geneva).

1967 : Optional Protocol relating to the Status of Refugees

1984 : Convention against Torture and other cruel, inhuman or degrading treatment or punishment

1989 : Convention on the Rights of the child

DO YOU KNOW?

Thousand people have died at sea attempting to reach the EU since 2000. Almost 90% of the refugees and migrants have paid organised criminals and people smugglers to get them across borders. As a result, they are known as «irregular» migrants because they have not entered the EU through legal means.

OPERATION TRITON

Is a border security operation conducted by Frontex, the European Union's border security agency. The operation, under Italian control, began on 1 November 2014 and involves voluntary contributions from 15 other European nations. The operation's assets consist of two surveillance aircraft, three ships and seven teams of staff who gather intelligence and conduct identification

MAIN ORGANISATIONS

- United Nations High Commissioner for Refugees
- International organization for migration
- International Labour Organization
- United Nation Human Rights
- World health Organization

WHO AM I ?



CREDIT: UNHCR

Name : Teodros

Age : 26

Country : Eritrea

My Story : I am from a rural background. I could not receive formal education as he was conscripted into the National Army when I was 8. I made multiple efforts to leave the Army but failed. At the beginning of the War in 1998, I moved to Lybia. I was arrested three times and taken to five different prisons. I paid different people to try to get on one of the boats making the crossing to Italy. The first attempt I made to cross the sea failed, after two days in the water, I had to turn back to Lybia. After paying \$600, I landed in Sicily.

22,5 million of refugees in the world

55% of refugees worldwide came from three countries

Syria	6 m
Afghanistan	3 m
South Sudan	1,5 m

«The simple truth is that refugees would not risk their lives on a journey so dangerous if they could thrive where they are...» Melissa Fleming, UNHCR



How to communicate effectively across cultures ?
The crucial to cross-cultural communication is to learn to interpret the behaviour of other cultures accurately. **A person's behaviour only becomes meaningful when it is connected to the culturally learned expectations that led to that behaviour.** In intercultural encounters we need to take into account the following items :

- People tend to apply their cultural values unthinkingly when they react to social stimuli.
- Unconsciously, we bring our own cultural frame of interpretation to any situation.
- Across cultures the same behaviour might have different meanings, or different behaviours might have similar meanings.

In any intercultural encounter, there is always a temptation to feel that the others have bad character or bad intentions, rather than to realize that they are acting according to different rules.

SOME DATA

The country which hosts the most refugees is
Turkey

2,9 million

In Lebanon, the percentage of the population which is refugee is

20%

It is the highest rate in the world.

2017

LIBYAN JOURNEY

Source :

MSNBC,
Amanda Sakuna
"Damned for
trying" with
Magnum Photos

Credits : Nasser Nouri
photostream on the
battle of Brega.



The reasons behind migration :

- coming from the South, migrants flee the vestiges of wars that have left entire nations in ruin.
- From the East, they escape a life of indefinite military servitude and violent conflict.
- From the West, they evade destitution and governments that arbitrarily jail whomever they please.

Some arrive by choice, others by force. But Libya is the place where most migrants prepare to face the deadliest stretch of the Mediterranean Sea.

Why Libya ?

The challenge Libya poses for policymakers is that the root of its wave of migration does not come from a single source: migrants are fleeing massively from at least a dozen different countries.

The story of Libya's escalating migration crisis originates from the threads of instability left behind by a toppled dictator, Muammar Gaddafi, and the power vacuum filled by rivaling factions vying to take his place.

Two indigenous Saharan tribes, the Tuareg and Tebu, have fought for control and legitimacy ever since the Libyan government collapsed in 2014. Migrants are often caught in the middle of the power struggle, with many facing arbitrary and indefinite detention.

This chaos allowed smuggling networks to thrive, suddenly opening up a lucrative market designed to profit off trading

humans like other goods and commodities.

The country's 1,100-mile coastline has effectively become an open border without government forces to monitor who comes and who goes. Smugglers have filled the void, willing to tightly pack hundreds of migrants at a time into flimsy vessels and shuttle them to Italy.

Captured migrants from sub-Saharan countries are taken to detention centers across Libya. Humanitarian groups allege that some migrants are held as long as four years without seeing any judicial review.



MIGRANTS TRAFIC: Juicy Business...

The country became a real business place for the migration between Africa and Europe since the end of the war in Lybia. Smugglers, most of whom are involved in large-scale, cross-border organised crime, make cruel profits out of the misfortune and hopes of the people concerned and do not provide magnanimous humanitarian services

WHAT FUTURE FOR MIGRANTS IN LIBYA?

After Gaddafi

The problems driving migration through the northern fold have been festering for decades. But for a short time, world leaders were able to keep the wave from spilling over into Europe. Gaddafi used to serve as "protector" to his country's maritime border, promising that, for a sizable compensation from Europe, makeshift loads of human cargo would not suddenly arrive in search of refuge on Italian shores.

The European Union in 2008 cut a deal with the dictator, agreeing to pay \$500 million in exchange for keeping migrants away. Italy later redoubled that deal. Gaddafi received an additional \$5 billion over 20 years, a financial package intended to right the wrongs of colonialism, on the condition that he kept a tight grip on the border.

Those deals dissolved along with Gaddafi's iron-clad rule over Libya. Clinging to the European money that helped finance his dictatorship, Gaddafi in 2010 did little to hide the racial subtext in his threats to Western leaders: Without him, their countries would be flooded with unwanted foreigners.

"Europe runs the risk of turning black from illegal immigration," Gaddafi warned. "It could turn into Africa."

Gaddafi tapped into the ugliest part of the European public's fear of immigrants and concerns that their communities would falter under the weight of rapid migration.

But in the time since Gaddafi's fall from power and subsequent death in 2011,

international attention on the flood of migration has grown, reflecting the level of desperation that fueled the crisis. Suddenly, it wasn't just migrants arriving in Italy by the thousands — a disturbing number of corpses were also washing up on shore.

Smuggling routes across the central Mediterranean Sea mark the deadliest point of all migration in the region. More than 3,000 people have tried to cross from Libya to the Italian coast.



More than 90 per cent of the 180,000 sea arrivals to Italy in 2016 departed from Libya.



Credits : AP Photo/Emilio Morenatti



Erasmus+



2017

SYRIAN WAR



WHAT IS THE SITUATION IN SYRIA ?

«the simple truth is that refugees would not risk their lives on a journey so dangerous if they could thrive where they are...» UNHCR

Syria is a very young country with 22 million inhabitants in the Middle East, along the eastern shore of the Mediterranean Sea. It is a very diverse country, ethnically and religiously but most Syrians are ethnic Arab and follow the Sunni branch of Islam.

Bashar al-Assad, became president in 2000, he succeeded to his father, who was in power since 1970. Bashar belongs to a part of the Shiite's branch: the Alawites. The country underwent some liberalization after Bashar became president, but the pace of change soon slowed. Critics were imprisoned, domestic media tightly controlled and economic policies often benefited the elite.

The Arab Spring led opponents of Bashar's policy, to manifest. In fact, pro-democracy protests erupted in March 2011 after the arrest and torture of a group of teenager who had painted revolutionary slogans on their school's walls in the southern city of Deraa. Security forces opened fire during a march against the arrests. Then Bashar kept repression actions toward the

population. The manifestations and conflicts quickly spread to other cities of the country such as Damascus, Hama or Alep.

In July 2012, the International Red Cross said the violence in Syria had become so widespread that it was in a state of civil war. With many supporters on his side, the president refused the resignation which extended the conflict. However, the president offered to change some things about the way the country was run, but the protesters didn't believe him which made the fighting continue as the protestors have not yet got what they want.



Population in Syria

The Syrian population has decreased 23% due to the number of victims, but also because of the decrease of births: 50% less than in 2011. More than 4.8 million Syrians have left the country to take refuge in neighboring countries, in Europe and less frequently in the Gulf countries or in the US. There are also between 7 and 8 million Syrians displaced inside their country.

SYRIAN WAR

Who are the actors of the conflict ?

Fighters against Bashar

A little confusingly, there isn't one single group of rebels fighting against President Assad and the government's army.

The opposition - that is, those who all want the president to step down - is made up of several kinds of people. These include groups of:

- Rebel fighters,
- Political parties who disagree with Assad, and
- Those living in exile who cannot return to the country.

It is thought there could have been as many as 1,000 different groups opposing the government since the conflict began, with an estimated 100,000 fighters.

Is there anyone else involved ?

Complicating the situation further, the crisis in Syria has become more than just a war between people who are for or against President Assad.

In early 2014, in neighboring Iraq, an extremist group that calls itself Islamic State - or IS - began to take over large areas of the country. ISIS is a radical militant group which has used violence against anyone who doesn't agree with their extreme views. They have also persecuted other groups, including Christians and Yazidis.

They later moved into eastern Syria and, in the chaos of the war, they were able to gain land and power there too. Now, both Assad's forces and the rebels are having

to fight a separate conflict against the terrorist group IS at the same time.

To try and stop IS, in September 2014 the US, UK and other countries joined forces, using planes to attack their fighters on the ground in Iraq. These attacks are known as airstrikes

What has been the impact of the war on people living in Syria ?

The war has meant that millions of ordinary people living in Syria have had to escape from their homes in order to find somewhere safer to live.

Some have stayed in Syria, while others have left the country entirely.

Many of those that remain in Syria have run away from the cities to seek safety in the countryside. Lots of children can no longer go to school because their schools have been destroyed or there are no teachers where they have moved to.

Of those that have left Syria, many have fled to the neighboring nations of Jordan, Lebanon, Turkey and Iraq.

When people are forced to leave the country where they live like this, they become known as refugees. The conflict in Syria has caused one of the largest refugee movements in recent history.

Many refugees have made the decision to try to reach Europe, which can be a long



5 million of
refugees since
the beginning of
the war

and dangerous journey. This is because some countries in Europe have said they will accept refugees who want to start a new life here.

In September 2015, a report showed Germany welcoming hundreds of migrants, while France said it would take in 24,000 people by 2020.

Millions of people both inside and outside Syria are in desperate need of help, but aid agencies say that getting aid to people inside the country is very difficult and dangerous.

In September 2016, a convoy of aid lorries was hit by an attack, meaning the UN announced it would be stopping all aid in Syria. People trying to carry on their lives in this country are in desperate need for the situation to change.

Everyone in Syria will know people who have died in this conflict, but the exact number of those who are gone may never be known.

To go in depth : www.youtube.com/watch?v=JFpanWNgfQY



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