

MIGRATION AND REFUGE

RIGHTS WITHOUT BORDERS: **SONGS WITHOUT BORDERS**



My Name is Nikolina



ACTIVITY*

My family had to travel a long way and crossed many borders to get to the United States from Croatia. Do you know what a border is? Will you help me discover what they are for?

Find out what the word 'border' means. Investigate thoroughly because I believe this word has several meanings.

Hello, I am Nikolina. I am half Croatian, half Californian. My family decided to emigrate from Croatia to the United States many years ago. My grandfather Boris talks a lot about his country. I was born in San Diego and I hope I can go to Croatia on holidays someday. The main reason why my grandfather and my father Stanko decided to emigrate was that there were many job vacancies in the railway sector in California. They are both train mechanics and know their job well.



My father found a job as a mechanic and my grandfather found a job in a pizzeria, washing dishes.

Zlata, my mother, came to California later. She stayed in Croatia to look after my grandmother. In Croatia she was a teacher, but she could not find a job in San Diego so now she takes care of me and of the house.

* For further information, see the Educational Guide.

Today, at school, the teacher asked us to mark on a world map the place where we were born and the places where we have lived. We also marked the places where our families are from. It was fun and surprising! Some of my classmates have lived in many different cities; others were born in the mountains and now live in the city and others, like me, live in the same place where they were born, but their families come from far away. The map was eventually filled with colors. We are all a little bit from everywhere.

Guess what? I will soon have a brother or a sister. It's going to be really fun, but when I think of someone touching all my things I do not find it funny at all! So I am considering building a wall in my room ... something like a border!

At home, ask your family to help you find photographs and images of walls, borders, separations, doors with no trespassing signs, level crossings, etc. There are many walls and borders separating people, towns and countries.

I suggest you make a mural with the images you have collected and that you organize them according to the things they have in common.

- ✓ Are they visible or invisible borders?
- ✓ Do we know who traced the border and with what purpose?
- ✓ Which emotions or feelings can borders generate and which do they generate in you?



Why Do People Move Around the World?

Today we watched a video in class about refugees or *displaced* people. The teacher told us that the United States is a country of *emigrants*. Most North-Americans are immigrants or descendants of *immigrants*, just like my family who came from Croatia. During four centuries, tens of millions of immigrants have come to start a new life in the so-called "New World".



In my school there are children from different parts of the world: Mexico, the Philippines, China, India, Italy, etc.

We make up a great mixture. Many of us were born here; others arrived when they were little. My teacher calls this great mixture diversity and says it is something positive because we can learn many things from one another. When we organize the Family Party at school, the playground becomes a happy explosion of colors, rhythms and smells. My mother prepares a lot of strukli, which are rolled fresh cottage cheese cakes topped with a sort of egg-sauce. They are absolutely delicious!



Do you know if your grandparents were born in the place where they live now? What about your parents?

At home, ask if any of your relatives decided to go live in a different place or come from somewhere different from where they live now.



To learn more about this, why don't you carry out a short questionnaire asking them why they made this decision? Following are some questions I have come up with which can help you. You can add any other questions you like.



> Where were you born?

> Where are your parents from?

> Where are your grandparents from?

> Has any of your family members ever lived somewhere else than where they live now?

> Do you know anyone who comes from another place? Where are they from?

> Why did they leave their country, city or town?

> How did they feel when they left?



> How did they leave? With whom?

> How did they feel when they arrived at the new place?
was it easy to adapt to living in a new place?

> Can you name a celebrity? Where is s/he from? Why do
you like her/him?



- ✓ What have you discovered?
- ✓ Did any of your relatives decide to go live in a different place?
- ✓ Do you know of anyone who has come from another city, town or country?
- ✓ Why do you think they decided to go live in another city, town or country?
- ✓ Did they find it easy? Why?



Discuss together the information you have collected.

Comment on the journey, the feelings and the reasons that took your families to leave their homes:

Journey

Where did they travel from? How did they travel? With whom? Etc.

Reasons

Why did they decide to leave their city, town, country, etc.?

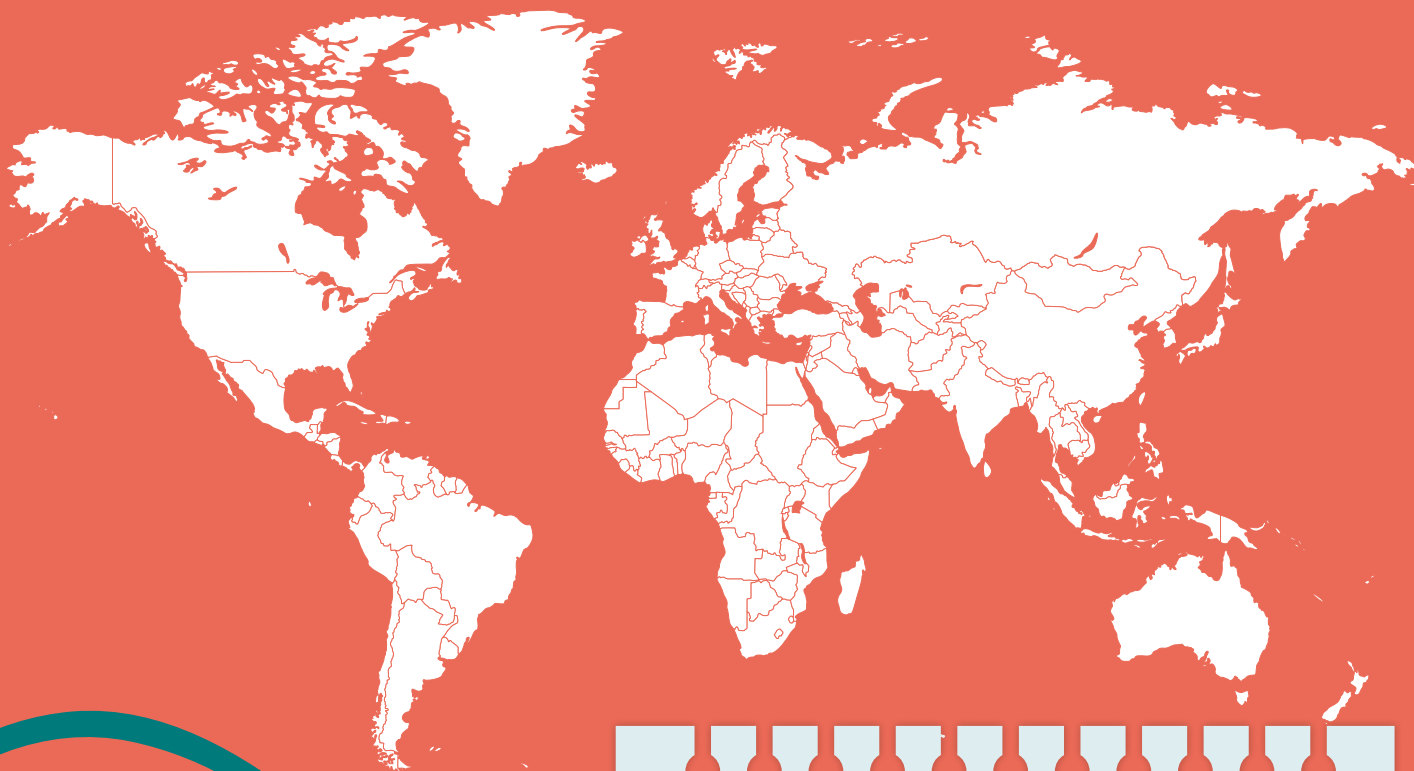
Feelings

How did they feel when they left? And when they reached the new place? What difficulties did they find? What things helped them adapt? Etc.

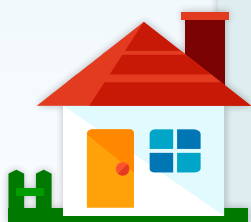


Now I suggest you carry out the same activity I did at school: mark on this map - or on one of your area - the place where you were born and mark with color points:

- ✓ The place where your family is from - in case they come from towns, cities or countries different to where you are living now.
- ✓ The places where you (or your family) have lived - if they are different to where you are living now.



- ✓ What conclusions do you draw looking at the map you have filled out together?
- ✓ Do people always stay in the place where they were born and always live in the same place?
- ✓ What benefits do you think diversity of origins can offer?



Twenty-five years ago a war broke out in Croatia. My family recalls this with infinite sadness. Luckily, my father and my grandfather had already left Croatia, but my mother stayed behind with my grandmother and suffered the horrors of war. My grandmother was very old and she couldn't take it; she got ill and died shortly after. Together with thousands of people, my mother was displaced to a **refugee** camp. She was forced to leave our home and everything we had in it. She eventually managed to pay for a plane ticket and reunite with my father. Every time she speaks of those years she speaks of war, intolerance and of the border as a jigsaw puzzle. Making the decision to leave your country is not easy, even when you know your life is in danger.



ACTIVITY

Many people are forced to leave their homes fleeing from violence or war; others flee from hunger or poverty which makes their lives extremely difficult. As we just saw with our families and relatives, people move and go to live in other towns, cities or countries for many different reasons.

Let's find more reasons which cause people to move and let's try to understand what being a refugee, displaced or migrant person means. It's time to get down to work! Watch the following video. It will help you with your task.



**REFUGEE, DISPLACED OR
MIGRANT PERSON?**

youtu.be/68J28Qd0hFQ



Comment in small groups.

- ✓ According to the video, which are the reasons that force people to move? Do they match the ones we identified in the activity with our families?
- ✓ What is the difference between a refugee, a migrant and a displaced person?
- ✓ Are all refugees migrants?

Everyone Has Rights

Today in the classroom we read the *Universal Declaration of Human Rights*. Did you know that every person in the world has rights and that people and governments are obliged by law to respect them, no matter what happens and no matter where they are around the globe? The declaration states that everyone has the right to life, liberty and security of person; everyone has the right to leave any country, including their own, and to return to their country; everyone has the right to health, well-being, food, clothing, housing and medical care.



However, we have just seen that millions of people around the world are forced to leave their homes and countries and risk their lives, fleeing from many dangers and poor living conditions. We must find solutions to this situation because everyone has rights and deserves to live with dignity and in peace, don't you agree? Let's continue with our research, shall we?



Did you know that women and children account for more than half of the people who flee from their homes looking for a decent life? The journey is extremely hard for girls and boys –who many times travel alone. Very often they endure very tough situations before arriving to a safe destination.

To learn more about this let's meet some girls and women who, for different reasons, were forced to leave their homes. We can divide the class into groups of three or four people and have each group watch one of the videos. Then, fill out the card with the story you have watched and discuss together what you have seen and discovered. In this way all the class will get to know Malak, Lidia, Saja, Asia and Princesa.

1

**MALAK: THE DANGEROUS BOAT
RIDE TO GREECE THROUGH THE
EYES OF A SYRIAN REFUGEE
GIRL (UNICEF)**

https://youtu.be/UDy8_8L3s0A



Name

Place of birth Age

what happened to her? why?

.....

where is her family?

.....

where is she now?

where do you think she will be in a few years' time?

.....

what would you do if you were in her shoes?

.....

2

LIDIA MENENGA:
MOZAMBIQUE
FLOODS (OXFAM)

youtu.be/sUS5W5k7RFg



Name

Place of birth Age

what happened to her? why?

.....

where is her family?

.....

where is she now?

where do you think she will be in a few years' time?

.....

what would you do if you were in her shoes?

.....



3

**SAJA, 12 YEARS OLD, SYRIAN
DISPLACED GIRL WHO ASKS
HERSELF WHO WOULD NOT
WANT TO STUDY (UNICEF)**

<https://youtu.be/FOCxwtVxisk>



Name

Place of birth Age

what happened to her? why?

.....

where is her family?

.....

where is she now?

where do you think she will be in a few years' time?

.....

what would you do if you were in her shoes?

.....



4

**LOOKING FOR A SAFE PLACE:
THE STORY OF ASIA, A SYRIAN
REFUGEE IN LEBANON (OXFAM)**

youtu.be/HcNv-LJ1hJY



Name

Place of birth Age

what happened to her? why?

.....

where is her family?

.....

where is she now?

where do you think she will be in a few years' time?

.....

what would you do if you were in her shoes?

.....



5

**PRINCESA, 11 MONTHS OLD,
ARRIVES ALONE IN TARIFA
ABOARD A DINGHY**

youtu.be/CsRIDPypatI



Name

Place of birth Age

what happened to her? why?

.....

where is her family?

.....

where is she now?

where do you think she will be in a few years' time?

.....

what would you do if you were in her shoes?

.....

Today, when I arrived home everyone was excited and happy because my uncle Pavel finally managed to come live with us. For many long years, during the war in Croatia, he requested asylum in the Mexican city of Tijuana and he has at last managed to cross the border with the US and reunite with us. This is a very dangerous border if you intend to cross it without legal documents. My uncle arrived safe and sound, but thousands of other people die every year trying to cross this border and during the journey - or are arrested by border agents who send them back to Mexico.

I have been watching the TV news and have seen that there are many people around the world who do not have the right to travel freely. Why don't they have the right to move? I have many questions; will you help me find the answers?





ACTIVITY

**“DERECHO A REFUGIO”
INTERMÓN OXFAM.**

youtu.be/e2C_LfGjXRQ

Uncle Pavel told me that he asked for asylum in Mexico. Let's investigate what 'ask for asylum' means by watching this video. You will later divide the class into small groups and answer the following questions. Share your conclusions together with the class-group:



- ✓ What is the right to asylum?
- ✓ Why do they speak of secure and legal routes?
Do you know what this means?
- ✓ Why do they say that people's rights are being violated?

It is difficult to imagine how someone feels when they are forced to leave their home and look for refuge in another country, isn't it? This is why uncle Pavel suggested that we play a game when we spoke about it today. He told me to close my eyes and imagine a little story; to try to put myself in the shoes of a person who, all of a sudden, has to leave home, leave their things behind and all the things they love most - as my family was forced to do. Try to do this yourselves. Close your eyes:



"You are peacefully sleeping in your bed when, all of a sudden, you hear a deafening sound and your room lights up as if it was day time. Your father comes into your room with a worried face. He tells you that you must leave your home very quickly because they are bombing your city. You can only take what is essential, only what you can carry in your schoolbag. What five things would you take with you?"



ACTIVITY

Comment in small groups about the things you have chosen to take with you.

- ✓ Did you choose the same things? Why did you choose them?
- ✓ How do you think you would feel if something like this happened to you? How do you think people who are forced to leave their homes feel?



Conclusions on how people who are forced to leave their homes feel:





We have seen that there are many reasons which make people leave their homes and countries, and that there are people who find less difficulties than others.

Divide into groups and read the following descriptions. Analyze together whether these people can travel freely or not and reflect on how we call the people who travel for these reasons. Pay attention because it is not easy and there may be more than one correct answer:

	Can s/he travel freely?	How do we call a person who travels for these reasons (refugee, migrant, displaced person)?
Lupita is from Guatemala. She lives in a small rural village in an indigenous region. She cannot find a job and cannot make a living from what she grows in her vegetable garden. So she decides to go to the US with her two children. She does not have the money for the plane ticket or a permit for entering the country.		
Pierre is a 20 year-old Canadian boy who wants to study in France. He has received a two-year residence permit which allows him to stay in France as a student and he will buy a plane ticket to go there.		
João is Brazilian. He loves playing football and plays wonderfully well. He has been signed up by an Italian team.		



Juan is Spanish. He cannot find a job in his city and decides to go to Germany to work in whatever he can find.

Ledvo is Syrian. There is a war in his country and he has fled with his family. They want to reach Austria but for the moment, he is trapped with his family in a refugee camp in Italy waiting to obtain political asylum.

Rosario is from Colombia. She lives in a rural region but has been forced to leave her home and go to the city to escape from the prevailing violence in the region.

Look in the press for news related to the following concepts:

Refugee

Asylum seeker

Human trafficking

Irregular immigrant or person without papers

Immigrant



Rights without borders



As we have seen, the Universal Declaration of Human Rights sets out the rights to which all human beings are inherently entitled, without distinction of any kind, such as nationality, sex, religion, etc.

However, we have seen that these rights are not always respected and that this is the reason why many people are forced to leave their homes -sometimes, putting their lives in risk. The struggle to find a place where to live free of fear, in liberty and with dignity is more than often plagued with obstacles and dangers.




I suggest you write a song together to let people know about the struggle of many women and men to achieve a decent life in their own countries and to demand everyone's right to move freely: rights without borders!

To compose this song you must first choose a song you like and then write several verses. You can divide into groups and have each group invent three verses. We can later create a songbook together with all of them.

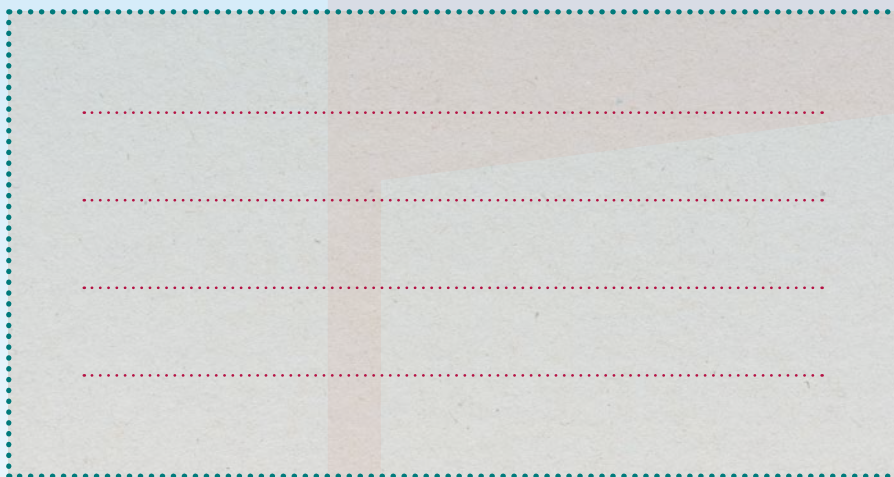
Verse 1:

Feelings and emotions of people when they are forced to leave their home, family and area.



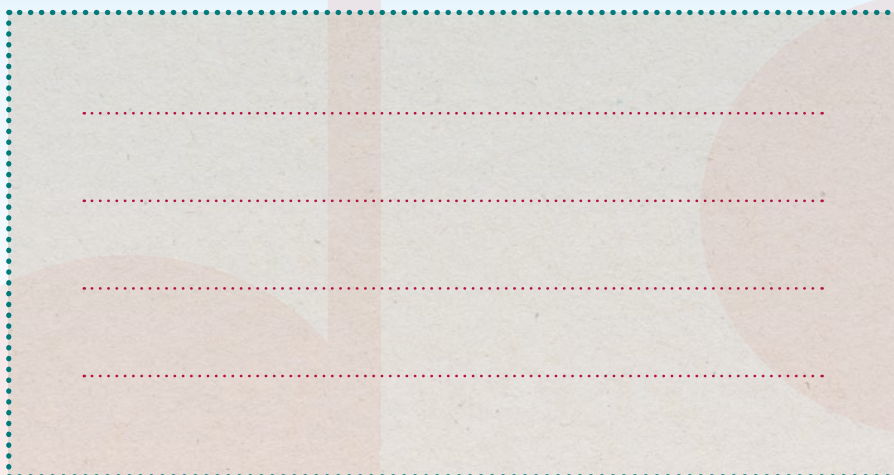
Verse 2:

Why do people move?



Verse 3:

The right to move freely.



Why not make a video with your verses and share it with other class-groups of your school or upload it onto the school's website?



In order not to forget what we have experienced and learned these days, why don't you complete the following sentences together? You can later hang them up in your classroom:

The girls and boys from the class-group
have discovered that

.....
.....

The girls and boys from the class-group
like to

.....
.....

The girls and boys from the class-group
do not want

.....
.....

The girls and boys from the class-group
commit ourselves to

.....
.....

Songs without Borders

Hi there!

What about your song? I'm sure you wrote some awesome ones!

We organized the Family Party at our school and all of us - including mothers, fathers, grandmothers and grandfathers - sang our songs together and we discovered that everyone has the right to move freely and to enjoy a decent life in peace.

We now understand that making the decision to leave one's country - and especially one's family - is not at all easy. It is a very painful deci-



sion and one that requires much bravery. People who make this decision should be respected, accepted and given support. And best of all, we now know that all of us, regardless of where we come from or where we are living, can build a better world together; one which is more plural, happy and where we can all live in peace.

By the way, my little sister is already here! She is an amazingly tiny and wrinkled person who does nothing but cry, eat and sleep. But I promise I will work and fight so that she does not encounter borders anywhere when she grows up. Not even in my room!



ACTIVITY

You have learned many things and worked very hard. Wouldn't it be great if you could get other people to know about all the things you have done these weeks? We need as many people as we can to make human rights without borders a reality. Who can you tell? How will you tell them?



We have seen that there are many walls and circumstances that can divide people and communities. And there are many ideas separating us and preventing us from living together in peace. I suggest we build an *Unfairness Wall*, a wall which will serve to denounce all the things we do not like and do not want in our society.

To build the wall we will use clean empty cartons or boxes. Each box will represent a brick. Cut three pieces of white paper the size of one of the box's sides and think of three things or ideas which separate or divide some people from others. You can write them down, draw them or find photographs illustrating them. We will later stick them onto the three pieces of paper.

Ask your families and classmates for help as well. Maybe they can come up with some ideas and they can help you build the wall. And try to encourage participation from the rest of the class-groups in your school!



Later, you may organize an Action Day to get other people to know about all the things you have discovered, sing your song and tear down the wall with other class-groups of your school. You may even invite your families to participate in it. Let's make our voices heard – we want rights without borders!



Glossary¹

Asylum: protection or refuge granted by a State to a non-national person which it recognizes as a refugee. The recognition of the right to asylum leads to the provision of the permits needed to be able to live and work in that state.

Asylum Seeker: a person who has applied for legal recognition as a refugee in another country and is waiting for a decision on their application.

Displaced Person: as happens with refugees, a displaced person is someone who flees their State or community due to fear for his or her life. The difference between them is that a displaced person does not cross borders but looks for a safe place within his or her own country.

Emigration: the act of leaving a state to settle in another. International laws on human rights set out everyone's right to leave any country, including one's own. Only under certain specific circumstances a State can impose restrictions on this right. The prohibition to leave a country usually is the result of a legal mandate.

FAO: the Food and Agriculture Organization of the United Nations was established in 1945. It is one of the UN's largest specialized agencies. Its main objective is to defeat hunger across the world by striving to achieve widespread food security, increased levels of nutrition, improved agriculture productivity and conditions of rural populations, and contributing to the expansion of world economy.

Family Reunification: a legal instrument whereby family members separated through forced or voluntary migration regroup in a country other than the one of their origin. This measure improves the quality of life and social and economic situation of the family.

Immigration: Process by which non-nationals enter a country with the intention of settling in it.

Involuntary or Forced Repatriation: The return of refugees to the territory of their State of origin induced by the creation of circumstances which do not leave any other alternative. Repatriation is a personal right (unlike

expulsion and deportation which are primarily within the domain of State sovereignty) and, as such, neither the State of nationality nor the State of temporary residence or detaining power is justified in enforcing repatriation against the will of an eligible person, whether refugee or prisoner of war. According to contemporary international law, prisoners of war or refugees refusing repatriation, particularly if motivated by fears of political persecution in their own country, should be protected from refoulement and given, if possible, temporary or permanent asylum.

Legal and Safe Routes: set of tools and provisions to protect the rights of people who are forced to flee their countries because of armed conflicts, persecution, poverty, etc. They include the schemes of resettlement, subsidiary protection and family reunification.

Migration: the movement of people either across an international border, or within a State. It is a population movement, encompassing all types of movements of people, regardless of its size, composition or causes; it includes

¹ Source:

Amnesty International: <https://www.amnesty.org/en/get-involved/i-welcome/>
International Organization for Migrations (IOM), basic glossary: http://www.iomvienna.at/sites/default/files/IML_1_EN.pdf

migration of refugees, displaced persons, economic migrants, and persons moving for other purposes.

Refugee: a person who is compelled to leave their country owing to fear of persecution for reasons of race, religion, nationality and political opinions among others. This definition also includes people fleeing from armed conflict or generalized violence. Being granted the status of refugee includes the following: authorization for residence, expelling travel and identity documents and authorization for work.

Refugee Camp: refugee camps are temporary settlements built to host groups of people who have been forced to flee their homes and search a better place where to begin anew. People living in a refugee camp not only need a place where to sleep; they also need food and medical assistance. Displaced people arrive at refugee camps with different needs. Their situation is sometimes solved within a short period of time, but many people have to stay in the camps for years. For example, Kosovo refugees stayed in a refugee camp in Albania only three months, whereas Somali refugees are living in camps in Kenya since 1991 and have built throughout these years a real community with the common needs of any city which requires a specific management.

Repatriation: The personal right of a refugee or a prisoner of war 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.

Resettlement: a tool which protects refugees. A person is resettled when a country other than the one they arrived to when they left their country of origin grants them settlement. The existence of this tool responds to the fact that the first place to which a refugee arrives is sometimes not able to guarantee the refugee's security and integrity, because the state cannot face the arrival of a great number of refugees in a short period of time or because another country (the country that has granted resettlement) offers better

possibilities for the social integration of the refugee person. Resettlement can represent the last resort for particularly vulnerable people such as children, sexually abused women and people with disabilities.

Residence Permit: a legal document issued by the competent authorities of a State to a non-national, confirming that he or she has the right to live in the State concerned.

The 1951 Geneva Convention relating to the Status of Refugees and the 1967 New York Protocol: legal base which, since their adoption, have allowed protecting millions of refugees across the world. Both documents clearly spell out who a refugee is and the type of legal protection, other assistance and social rights a refugee is entitled to receive.

Trafficker: An intermediary who is moving people in order to obtain an economic or other profit by means of deception, coercion and/or other forms of exploitation. The intent ab initio on the part of the trafficker is to exploit the person and gain profit or advantage from the exploitation.

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 Organized Crime, 2000).

UNHCR: the Office of the United Nations High Commissioner for Refugees was established on December 14, 1950 by the UN General Assembly. The agency is mandated to lead a co-ordinate international action to protect refugees and “stateless” people and resolve their problems worldwide. It works to ensure that everyone can exercise the right to seek asylum and find safe refuge in another state. It also identifies long-lasting solutions for refugees, such as voluntary return in safe and decent conditions, local integration or resettlement to a third country.

Universal Declaration of Human Rights (UDHR): this milestone document was proclaimed by the United Nations General Assembly in Paris on December 10, 1948 in the resolution 217 A (III). Across its 30 articles it sets out the fundamental human rights based on the San Francisco Charter (June 26, 1945). The declaration is based on the recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family, without distinction of any kind such as nationality, place of residence, sex, national or social origin, color, religion, language or any other condition. Everyone is entitled to the same rights, without distinction. These rights are interrelated, interdependent and indivisible.

Visa: Stamp placed at a consular office on the applicant’s passport or travel papers to indicate that the immigration officer considers the applicant to belong to the category of non-nationals in the issuing country and that he or she has been granted permission to enter the country, according to legal standards. The visa

establishes a state’s admission requirements. International practice is developing towards automated systems for machine-readable visas in the form of labels or signs including security devices, in conformity with the International Civil Aviation Organization (ICAO) standards.

Voluntary Return: The return of eligible persons to their country of origin on the basis of freely expressed willingness to such return.

Work Permit: a legal document issued by a competent authority of a State giving authorization for employment of migrant workers in the host country.

