

MIGRATION AND REFUGE

RIGHTS WITHOUT BORDERS: **IN SEARCH OF A BETTER LIFE**



Yacu and Amaru, in search of a better life

Hello!

We are Yacu and Amaru and we are from Ecuador. In Quechua Amaru means wisdom and Yacu, water. We have been living in Spain for some years now. We would like to tell you our story so that you can understand better what it means to have to leave your home and live in another place in search of a better life. Many people move because they want to; others because they need to or are forced to by the situation. You will meet some of them and they will propose different ACTIVITIES for you to carry out.





Our parents and grandparents are from the Napo Province, located in the Amazon Rainforest of Ecuador. They lived there for many years, until one day my father decided to go to Quito, Ecuador's capital, in search of a better life. Moving from the countryside and leaving behind its greenery and the rainforest was not at all easy for my parents. They had to learn their way around the city, find a job and struggle to make a place for themselves and earn enough to be able to eat every day.



When we were very small my parents decided to go to Spain. They wanted to offer us a better education and work opportunities. When they speak about this journey, they recall how frightened they were about the possibility of not being able to cross the **border**. But they were lucky and entered Spain without any problems.



The first years were really hard. Neither mom nor dad had **work permits** and this made things much more difficult. Fortunately, Uncle Walter was already here. He had come some years before and had a job. He was of great help because he took us in and helped my parents with all the paperwork needed to apply for a work permit. After many years of struggle and anxiety and with the help of several lawyers my parents were finally given work and **residence** permits and we began to live a steady life.



Do you know the meaning of the words in red? Ask your teacher or check the glossary at the end of this activity's proposal.



What do you think of Yacu and Amaru's story? You probably know someone who has gone through a similar situation. We suggest you work together on the issues addressed in the story:

What do Yacu and Amaru tell us? Do you know anyone who has gone through a similar situation?

Do you think that living in the city is the same as living in the countryside or in a rural area? Why? Do you think that living in a different country is easy? What difficulties do you face? What help can you count on?

* For more information on how to carry out the debate, see the Educational Guide.

What are borders? Are there any borders in your country? Are they easy to cross? Do you know different types of borders? Are all borders visible?

Which difficulties do Amaru and Yacu mention? Why do they say their parents were particularly frightened of crossing the border? Why do they say they were lucky?



We now suggest you discover the different meanings of the word border. Look also for images with different kinds of borders which you think illustrate best what this concept represents. Why don't you make a collage with all the images? Think of a title – it can be a sentence which explains what they represent.



We encourage you to make your voice heard throughout social networks and join the many people making a joint effort to defend the rights of people on the move.

Share the findings, opinions, information and messages that you think are relevant by using tags or *hashtags*(#). Following are some of the most commonly used in social networks at national and international level.

*#RefugeesWelcome #Refugee
#YoAcojo #OpenTheBorders
#MigrantsRights #Bloqueados
#StopDeportations*

And our hashtag:

#DerechosEnMovimiento



At home, find out if any of your relatives or people you know decided to go live far from their homes or if they come from somewhere different from where they live now - another town, city, country, etc.

Ask them why they decided to move to a different place. If you also come from somewhere different, you may also answer the questionnaire! You can use these questions to collect information about the people you interview:



> Where were you born?

> Where is your family from?

> Why did you/your family leave your country, city or town?

> How did you/they feel when you/they left?

> Could you/they decide freely whether to leave or not? Why?

> How did you/they get organized for the journey?



> Did someone or something hinder your/their departure?
If the answer is yes, who or what?

> How were you/they received in the new country or city?

> Would you/they repeat the experience? Why?

> What things do you miss most of your city/country?

Amina and the environmental causes

Amina



Hello, I'm Amina. Yacu and Amaru told me you are conducting a research on displacements and migrations among the people in your close environment.



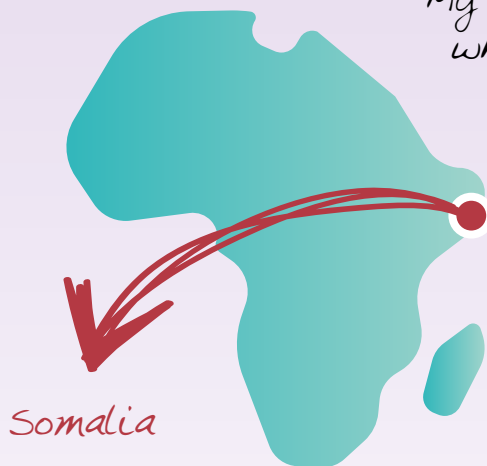


Have you discovered what a border is and if any of your relatives migrated to another country?

Share the information you have collected at home with the rest of the class. It is generally not easy to decide to leave home, is it? And the causes underlying this decision are usually very different ones:

- ✓ What were the causes for their decision?
- ✓ How did they feel when they left?
- ✓ Could they choose whether to emigrate or not?
- ✓ How did the people receive them when they arrived?

As you have seen, there are many causes which drive people to leave their homes. Let me introduce myself and tell you my story...Here it goes!



As I told you before, my name is Amina, which in Arab means true, sincere. I was born in Somalia. Would you be able to locate it on a map? It is a country on the Horn of Africa. My region suffers extreme drought cycles which affect the lives of millions of people.

As you know, water is essential for living. It is something you need from the moment you wake up to the moment you go back to sleep. Somalia is one of those countries affected by droughts.

In the year 2011 a severe drought affected the region and caused the displacement of over 135,000 people that same year. At the beginning of 2016 the WFO warned again that the situation of drought could affect 4.7 million Somalis. Unlike floods and earthquakes -which are sudden disasters - drought extends over time and gradually exhausts land and water reserves until the situation becomes extremely desperate: people are forced to leave the place where they live in search for a place with access to water.



- ✓ What is the main subject of the piece of news?
- ✓ What did you find most surprising? Why? How did you feel?
- ✓ What would you do in a similar situation?
- ✓ Do you think that there are other places around the world affected by similar situations? What other causes can lead to droughts?
- ✓ Does climate change cause natural disasters? Who is responsible for climate change?



We will speak about natural disasters which cause the displacement of populations and have different underlying causes (e.g., climate change, deforestation, earthquakes, floods, desertification, depletion of resources, etc.).

To give you an idea of what I am talking about I invite you to watch a video with some of the news broadcasted about my country in 2011. You can later comment on it.

SOMALIA DROUGHT AND VIOLENCE GENERATE A HUMAN TRAGEDY:

youtu.be/cWnGrTevTZo



To delve a little deeper, let's meet Alba and Lidia, two women from different countries who tell us about the situation they are enduring caused by a natural disaster.

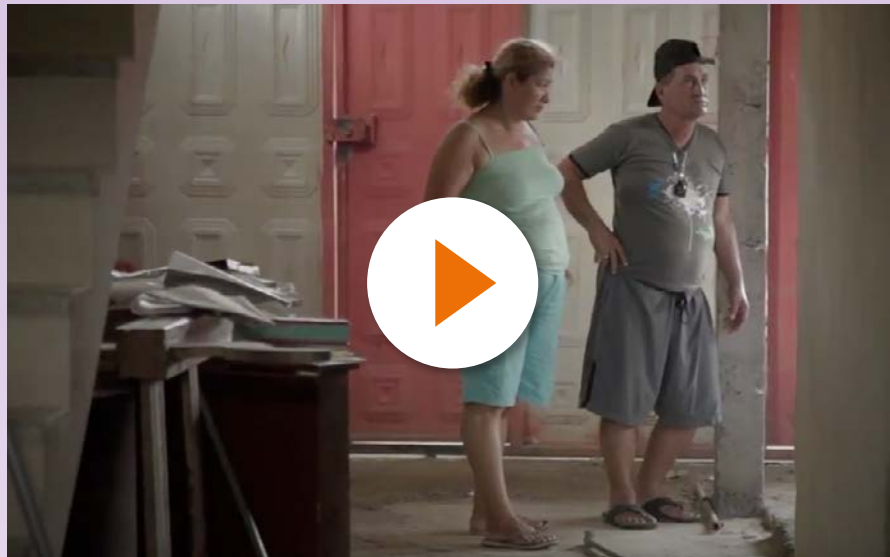
LIDIA MENENGA, IN MOZAMBIQUE

youtu.be/sUS5W5k7RFg



ALBA, IN ECUADOR

youtu.be/R4tkKRRQ6tc



Climate-related changes are a leading cause of displacement and they are expected to become the major cause in coming years due to climate change. We suggest you carry out investigative journalism.

You can start by finding out what countries have been affected or are being affected this year by a natural disaster or a severe environmental situation which has forced the displacement of its population. To do so, choose a case and elaborate a piece of news or news report. Use the format you like best (e.g., video, mural, online presentation, etc.).

In your news report you can also include...

- ✓ Locate the country or countries on a map.
- ✓ Investigate the current number of displaced people and refugees that the country has.
- ✓ Find out if in the geographical area where you live there has ever been any environmental migrations caused by floods, earthquakes, droughts, etc., and their consequences.



Deniz, when you must flee your country



Amina

Hello friends! As you have seen these days, people have always moved from one place to another driven by different reasons. Everyone should have the right to leave a country - even one's own - and return to it if they wish. However, this is not always easy for the people who are forced to leave because of conflict, environmental or economic causes. Many times they must overcome physical, economic, legal and social borders... but migrating is not a crime!



Although the majority of countries have ratified the Universal Declaration of Human Rights which sets out the fundamental rights that states should protect and provide in order to guarantee the human integrity and dignity of all persons, millions of people are forced to leave their countries - many times risking their lives - because their human rights are not being respected and their lives are in danger.



ACTIVITY

After watching the video, organize a debate in the class based on the following questions. Divide yourselves into small groups and then share your comments together.

MIGRATING IS NOT A CRIME

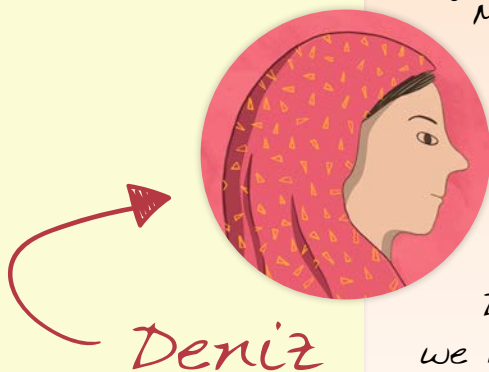
youtu.be/h6WCTswxl1s



- ✓ Did you find anything surprising? Why?
- ✓ Why is the video called *Migrating is not a Crime*?
- ✓ Why do people travel and move?
- ✓ If everyone has the right to leave one's country, why is this right not respected?
- ✓ Who can be interested in not allowing thousands of people in movement to cross borders freely?

And now I would like you to meet a friend of mine. She is called Deniz and, like me, she was also forced to leave her home. She wants to tell you why:

Hello, I'm Deniz. My name means sea. I was born in Syria but my country is now at war. My family and I lived happily in Damascus. My father is a teacher, and worked in a school and my mother worked in a tourism company. My brother went to school and I attended university. We led a normal life, just like you. But war began and we had to flee. The bombings reached Damascus and we left to another city where we had relatives. We stayed there for a year, but finally we had to leave the country because living there had become really dangerous. The bombings were getting closer and were increasingly frequent.



Deniz

There is nothing more heartbreaking than seeing how everything you know is destroyed and realizing that you will never see family and close friends again. We left for Europe by sea and managed to reach Greece where we now live in a **refugee camp**, waiting to be able to reach Germany where my father's sister lives. Hoping a time comes when we can begin to rebuild our lives and go back to our studies, start working again...in short, live in peace again.

In 2012 there were 22 million people living in Syria. The Syrian population at present is estimated to be 18 million. Over 5 million Syrians have become refugees and fled to somewhere else across the globe, by sea or by land. It is not easy to live under the constant threat of bombings.





I invite you to watch a video about the experience of having to flee and search for refuge because of a conflict. It is the story of a girl called Malak.

After watching the video, you may divide the class into small groups and comment on what you have seen following these guidelines. Share it together with the rest of the class.

THE DANGEROUS BOAT RIDE TO GREECE THROUGH THE EYES OF A SYRIAN REFUGEE GIRL

youtu.be/Nkjg1n4_lBo



What did you find most surprising? What feelings did it convey? How did you feel?

How do you think that you would react in a similar situation?

What can we do to guarantee that the rights of the people who are fleeing from conflicts – i.e., the rights of the people who have the right to refuge – are respected?

Make a list of the different actions or proposals.



Over 60 million people across the world have been forced to flee their homes because of conflict and war and several millions have done so driven by poverty or climate change. They are people who migrate out of necessity and must be attended to and protected in compliance with international laws.

RIGHT TO REFUGE

youtu.be/e2C_LfGjXRQ



After watching the video, you can try to find out more about the ideas and concepts which appear in the video:



Design a poster showing the things you discovered in the previous phase. You can hang it up in your classroom or somewhere visible so that more people can see it.

What does being a *refugee* mean?
What rights does a refugee have?
What is the right to asylum?

What is the difference between a refugee and the rest of migrant people?

Why does the video speak of “push-backs” or summary deportations?

Who is responsible for protecting refugees and refugee's rights?

Why does this campaign defend the right to transparent and fair asylum?

Don't be fooled



Amina

We have told you our story and the reasons why we were forced to leave our homes. Making the decision to leave and the journey in itself can be extremely hard! But arriving to a new place is not easy, either. Displaced people are not always well received by their host communities and their arrival sometimes gives rise to social rejection. Newcomers are perceived as "the others", different, strange, and rumors about migrant people spread like wildfire. Rumors are statements of uncertain or doubtful truth which circulate from person to person and which we take for true statements because other people do so. In fact, rumors originate and spread rapidly and widely precisely because they corroborate preconceived ideas or beliefs, such as stereotypes or prejudices about strangers and newcomers.



Today, as in the past, migrants are the scapegoats which certain political and media circles point to as being responsible for many of the social and economic problems affecting a country. The image of "the other" as a category or group with whom to compete and which is viewed as the enemy has gradually penetrated our societies - providing an optimal context for the proliferation of rumors about migrant people and hindering coexistence, reception and integration.

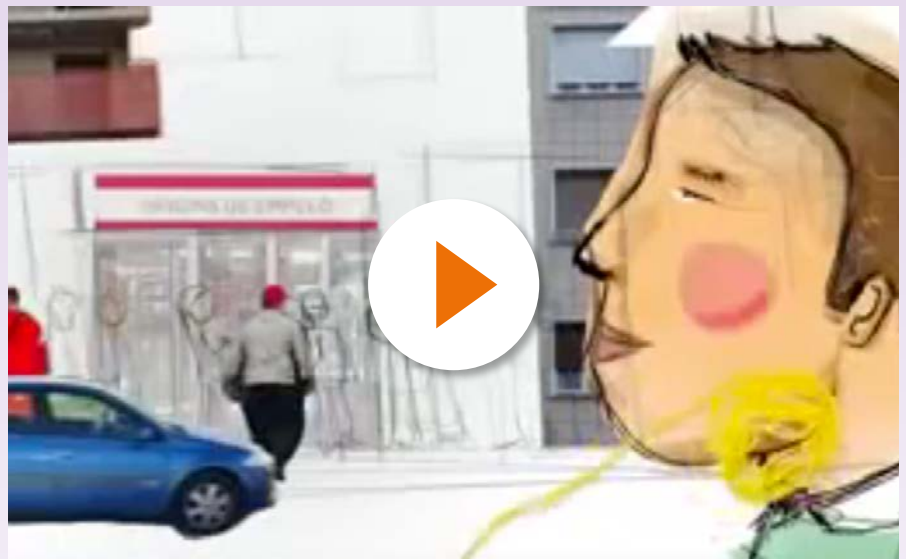


ACTIVITY

DON'T BE FOOLED

youtu.be/FDIs-hFgl-s

Later, divide the class into small groups and answer the following questions:



- ✓ What is a rumor? What is its effect? Why is it created?
- ✓ Why is the video called *Don't be fooled*?
- ✓ Who makes rumors circulate?
- ✓ Write down the rumors which appear in the video and look for information to find out if they are true. Divide the class into groups, assign one rumor per group and search for the information, data and arguments to debunk it. When you are done, share your conclusions together.

You may contact an organization or association working with migrants that you know to help you find arguments to debunk these rumors.

Now that we know what a rumor is, let's analyze together if there are similar rumors as the ones shown in the video in the place where you live. Acting to debunk a rumor is important so as to guarantee that everyone is respected. Thinking in a critical manner and analyzing the information we receive is essential to avoid falling in the trap of rumors. Finding reliable data and information is the basic tool to debunk them. This is why we suggest you analyze some of the most common rumors which circulate in your city, town, neighborhood, etc. about different groups of people.

Once you identify the rumors, work in groups and search for information, data and arguments to debunk them. After, share your work with the rest of the class.

Rumor-Hunter Card

Rumor:

People it affects:

Where is the rumor disseminated?

Rumor-Hunter Card

Arguments and data which debunk it

How can we change this rumor?

You can also design an exhibition consisting in panels and posters showing each of the rumors and including the arguments and data which debunk them. This will allow you to show what you have discovered to your families, school, neighborhood... to anyone you can think of!

You can also search the Internet - campaigns have been launched in many countries aimed at denouncing, rejecting and debunking rumors and false statements about different groups and people.

These resources can help you debunk rumors and myths:

- ✓ Myths about migrant people: OMAR:
www.lavanguardia.com/vida/20150410/54429787423/desmontando-peores-mitos-inmigracion.html
- ✓ Data to debunk false myths and legends on immigration:
www.huffingtonpost.es/2015/11/29/mitos-falsos-migracion_n_8398132.html
- ✓ Web on migrants' contribution to the UK: contribute.migrantsrights.org.uk
- ✓ Myths for people who want to migrate:
www.mequieroir.com/migracion/guias/mitos-realidades-emigracion

Act Now! Proposals for action



Amina

We shared with you how difficult it is to make the decision of leaving one's country and family. It is a very painful decision and one that requires much bravery. People who make this decision should be respected, accepted and given support.



Deniz

We also discovered that we must fight against injustice and inequality. 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.



Amina

And now it's your turn to get other people to know about the many things you have done and learned these weeks, the things we are going to fight for. We need as many people as we can to make human rights without borders a reality.



ACTIVITY

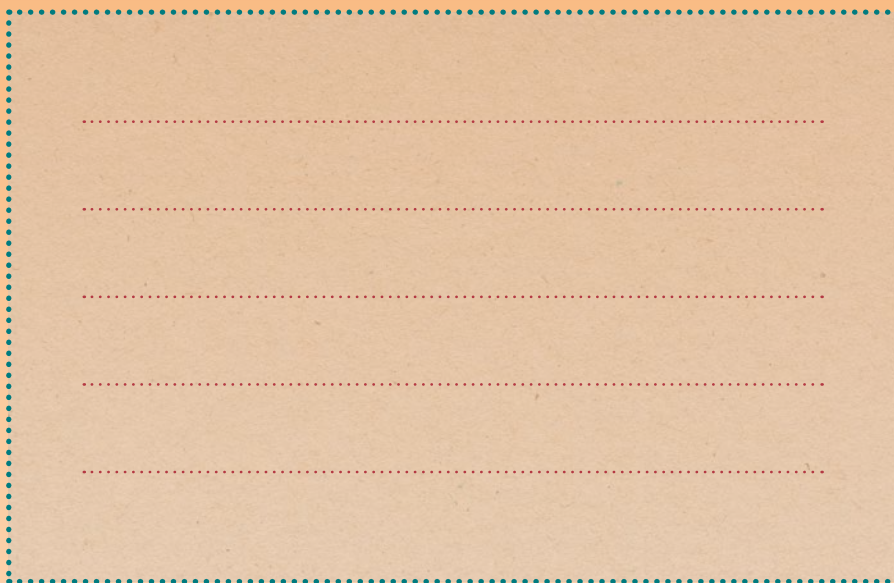
"Rights without Borders" song

Many artists across the world use music as a vehicle to remind people that everyone has the right to freedom of movement and to enjoy a decent life in peace. This is why I suggest you write a song together about people's right to free movement. This song will be like a manifesto where we denounce the situation which millions of people across the world are going through.

I'm sure you will come up with some wonderful ideas for the song now that you have learned so many things. We will find a rhythm for the song... and start singing together! You must work together to agree on several verses for the song. You may use the rhythm and music of a song you like or invent one if you are feeling inspired.

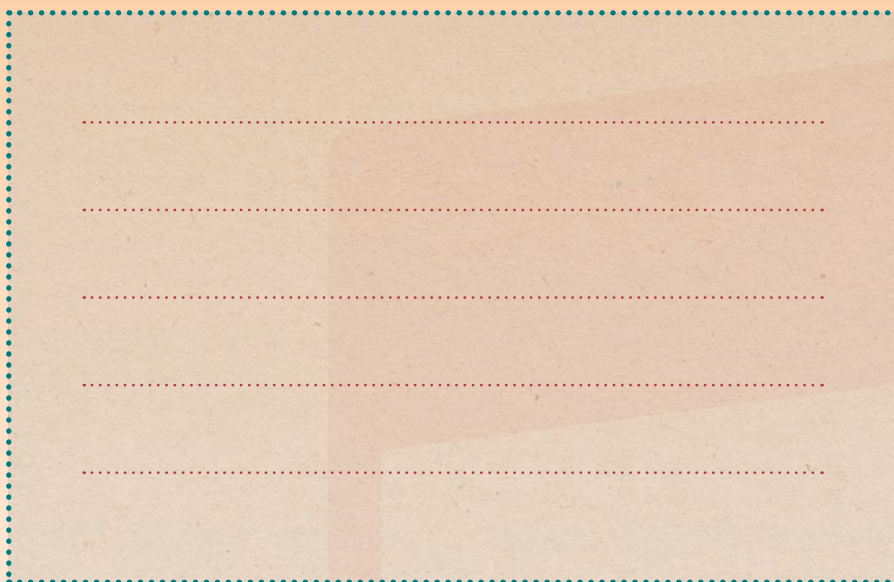
verse 1:

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



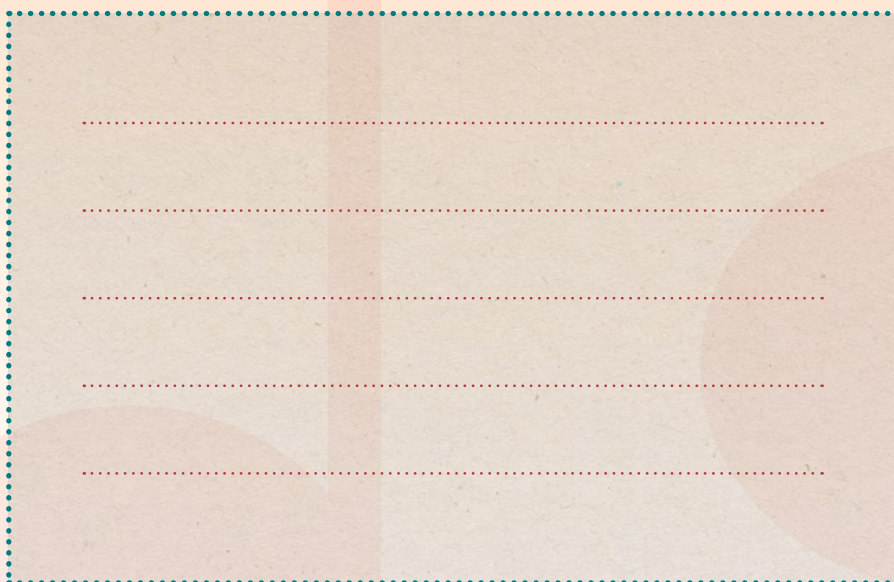
verse 2:

Why do people move? History repeats itself.



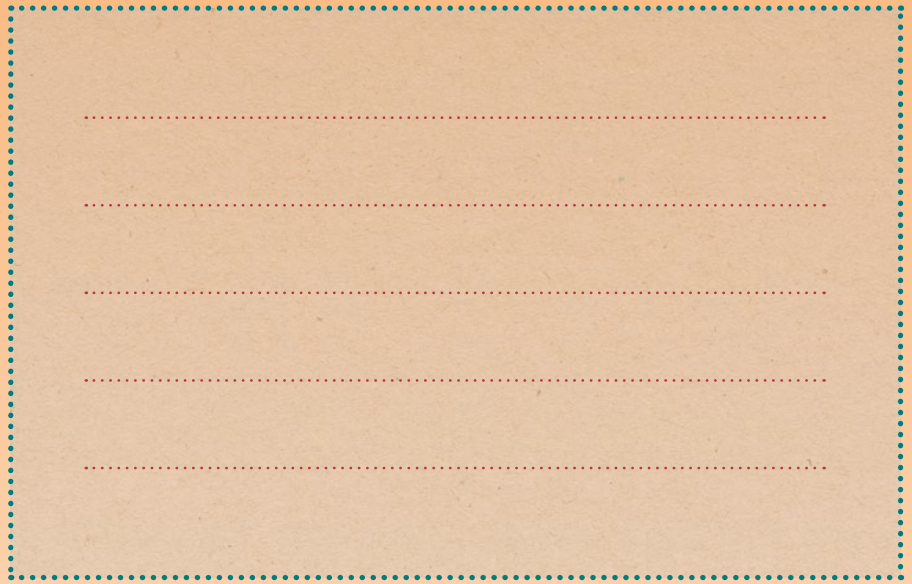
verse 3:

The right to freedom of movement. The situation of women.



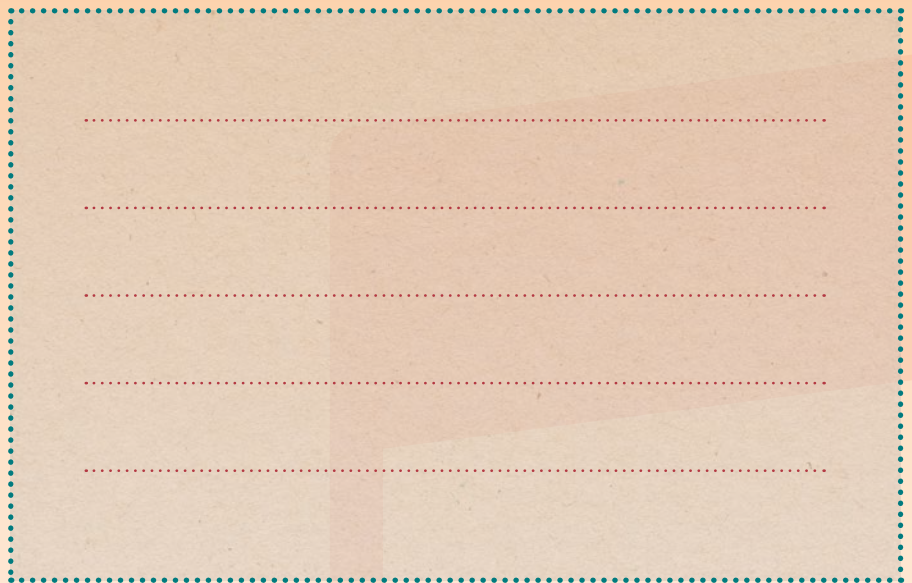
verse 4:

Don't be fooled by rumors.



verse 5:

What can we do to guarantee everyone's right to freedom of movement?



You can look for inspiration in other songs which speak of these situations – people on the move; people who leave their land to go to the city; people who lose their lives during the journey, fleeing from war, poverty, etc.

How are you going to get other people to know about your manifesto-song?

Think of ways to spread your song so that it reaches as many people as possible, e.g., record a video and promote the song at your school or upload it onto social networks together with other songs you found which call for freedom of movement, with the hashtag **#DerechosEnMovimiento**.



Yacu

Amaru

Symbolic Action: the Unfairness Wall

There are many actions we can carry out locally to demand people's right to freedom of movement and to let people know about how men and women are struggling to live a decent life.

We encourage you to organize a symbolic action in your school to denounce that migrants' rights are being violated. I suggest we build a wall with empty cartons. In this wall we will include all the things we discovered these weeks: the reasons which drive so many people to move, the violation of human rights, the lack of empathy with migrants, etc.





Don't forget to share everything with the hashtag:

#DerechosEnMovimiento

Later, we will tear down the wall. Take pictures of your wall and share them in all the ways you can think of so that our voice is heard and we can let the world know that there are many people who want RIGHTS WITHOUT BORDERS.

You can also carry out this action in a square or park of your hometown and help raise awareness on this subject.

Farewell!



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 appli-

cant’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.

