MIGRATION AND REFUGE

RIGHTS WITHOUT BORDERS:
MEMORY PILLS

kaleidoskópio

INTRODUCTION ON THE ORIGINS

This educational proposal originates from the Connecting Worlds international project. Many teachers asked us to make the activities from the Connecting Worlds online platform available so that they could carry them out in their school centers, independently of the agenda of the online activity and of the cooperative process with other schools.

We have kept the interactive story, the storylines and the content levels and have adapted the activities to the new context so that you can carry them out successfully.

We recommend you read this Educational Guide. It will provide you with clues to help you develop the different activities we suggest as well as ideas to delve deeper into certain aspects and subjects.

Further information at
www.conectandomundos.org

OXFAM Intermón

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Objectives and subjects

Everyone has the right to move around the world - something that human beings have done since the beginning of time. From time immemorial, thousands of people every day decide to embark on a journey to explore new places, searching for better jobs, new opportunities, etc. Many others do so fleeing from conflicts or situations which put at serious risk their lives and those of their loved ones.

Today, there are an estimated 60 million people throughout the world who have been forced to flee their homes – the largest figure recorded since World War II, according to United Nations. In recent years over 4 million people have fled Syria, escaping from a civil war, and the same happens in many other armed conflicts and situations of violence and extreme poverty that threaten people's lives.

Faced with this challenge - and within the framework of the Sustainable Development Goals - the international community has set itself the target of facilitating orderly, safe, and responsible migration and mobility of people through a series of measures which include the implementation of planned and well-managed migration policies.

With the **Memory Pills** proposal we want to provide resources which allow addressing the causes underlying forced migration and the factors affecting people in movement, and also demand a greater commitment to human rights and people's safety, sustainable development and the prevention of violent conflicts which guarantee everyone's right to live a full and decent life.

General objectives

- Recognize migration as a constant feature of human history and a fundamental human right.
- Analyze and understand migration processes, establishing the causes that drive them.
- Understand and analyze in a critical manner the interests behind current migration policies and the abuse and rights violations which take place in migration processes, rejecting situations of inequality and injustice.
- Encourage critical and analytical thinking and become aware of the existing prejudices and rumors about migration in order to bring them down and to generate alternative narratives.
- Contribute to value cultural diversity as a source of personal and social enrichment from a perspective of inclusive identities
- Foster transforming attitudes and develop actions which allow us to understand the power we have as citizens, having an impact on our social and/or political environment so as to contribute to changing the policies and attitudes which generate injustice towards migrant people.
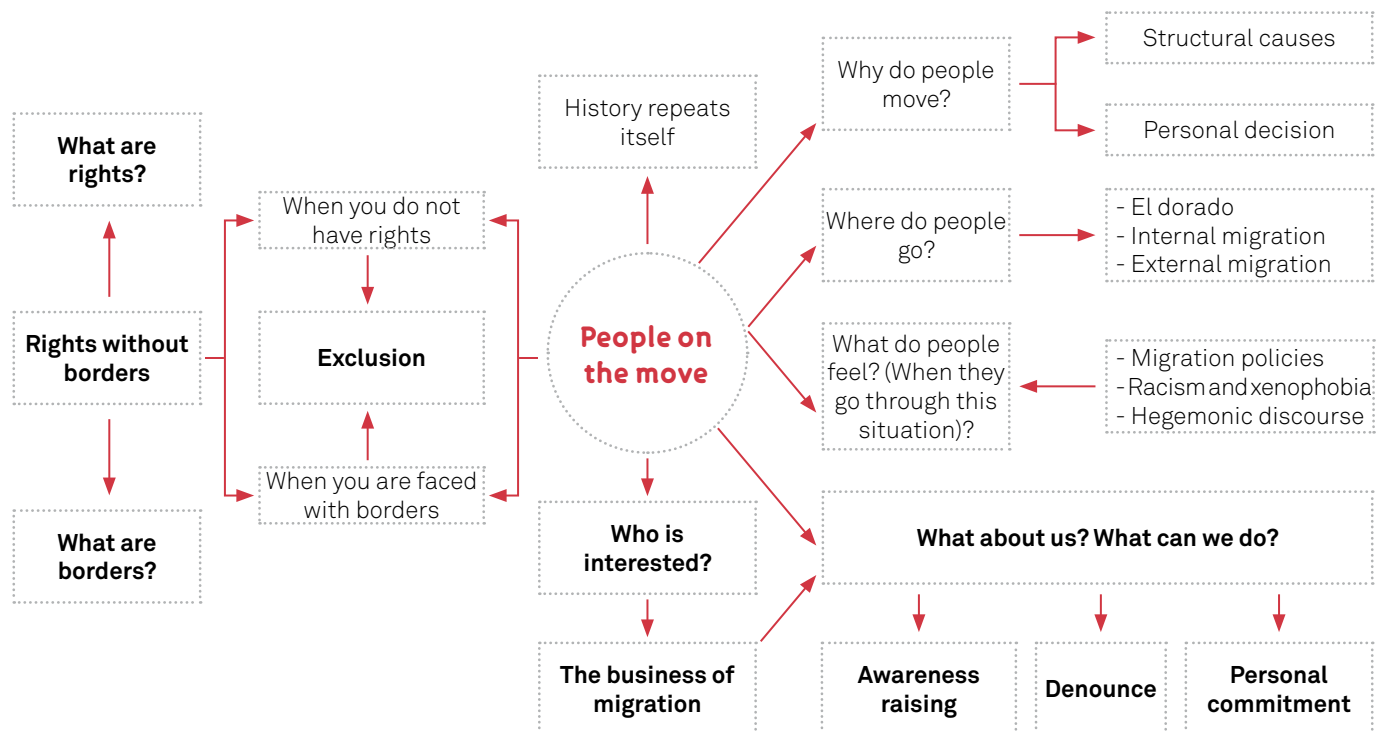
Cross-disciplinary perspectives

- **Human Rights perspective:** right to free movement, asylum, a decent life, etc.
- View **diversity as a source of enrichment** and question stereotypes.
- Foster empathy. Put the **focus on people, their feelings** and on how the situation affects their lives.
- Put the focus on **the situation of children and women** – the most vulnerable social groups.
- Highlight the exclusion/inclusion dichotomy and **the inequality of opportunities.**

Prioritization of contents

- Visible and invisible borders
- The right to free movement and human rights violations
- Empathy and diversity as a source of enrichment
- Factors (expulsion and attraction)
- Deconstruction of hegemonic narratives
- Migration policies and the business of migration

The Proposal's Concept Map

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What are
rights?
                    When you do not
                    have rights                    History repeats
                                                    itself              Why do people        Structural causes
                                                                        move?
Rights without          Exclusion          People on                                         Personal decision
borders                                     the move            Where do people              - El dorado
                                                                go?                           - Internal migration
                    When you are faced                                                        - External migration
                    with borders                                    What do people            - Migration policies
What are                                                            feel? (When they          - Racism and xenophobia
borders?                                                            go through this           - Hegemonic discourse
                                            Who is                  situation)?
                                            interested?         What about us? What can we do?

                                            The business of     Awareness        Denounce        Personal
                                            migration           raising                          commitment
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Methodological guidelines for the development of the activities

Memory pills

Why do people move?

Migrations throughout History.

Visible and invisible borders.

Avelina's story and classroom dialogue

Avelina's story has the objective of discovering that throughout History, migrations have been a fact of life and also that we all have a migrant past. Through Avelina, who is now an old woman, we have aimed to place significance on the stories of our elders, learn about their experiences and empathize with the feelings and emotions they experienced when they had to make difficult decisions in their lives in search of a better and "dignified" life.

Avelina also brings them to the present with the situation of the refugees who are fleeing from the Syrian conflict and coming to Europe and of so many other people around the world. Today, there are an estimated 60 million people throughout the world who have been forced to flee their homes – the largest figure recorded since World War II according to the United Nations. From time immemorial, thousands of people every day decide to embark on a journey to explore new places, search for better jobs, new opportunities. Many others do so fleeing from conflicts or situations which put at serious risk their lives and those of their loved ones.

Finally, Avelina invites them to discover and debunk "rumors" or false beliefs about migrant people, who are pointed out in many countries as being responsible for the majority of social and economic problems affecting them.

All suggested activities and classroom dialogues are approached using current issues and those closely related to the reality of students. For this reason it is essential that we pay attention to their reality and that of their families. Tensions may arise; while some of them can be typical of adolescence, others can be strongly determined by their collective imaginary.

To open the debate and help us learn about and recognize student's prior ideas, we can use the following questions:

- What aspects did you find most surprising? Is there anything which sounds familiar?
- Have you gone through a similar situation or know anyone who has?
- Do you think that what happened so many years ago in my country still happens in other places?
- How did the people who were forced to migrate feel in that period? How would you feel?
- Did the people have the same reasons to migrate?
- Have there always been migrations throughout history? Why?

We recommend you pay attention to the concept of identity and to the reality of students – who are entering adolescence – as well as to the existing tensions between them. In this sense we suggest the introduction to be made in a way which allows exposing our multiple identities by expressing the elements which differentiate us from others, but also those we have in common and which make us similar in our condition as individuals, regardless of where we come from and where we live.

Following are two recommended readings to help you reflect further on this: on one hand, an explanatory text on Amin Maalouf's In the Name of Identity; on the other, a reflection by Jaume Funes and Miquel Àngel Essomba on adolescent confrontation and migratory tensions.

Each individual's identity is made up of a number of elements and of multiple affiliations. But while each of these elements may be found separately in many individuals, the same combination of them is never encountered in different people, and it is this that gives every individual richness and value and makes each human being unique and irreplaceable. Many people consider that an individual has one overriding affiliation so much more important in every circumstance to all others. For some it is the nation, for others religion or class. But one has only to look at the various conflicts being fought out all over the world today to realize that no one allegiance has absolute superiority. In any case, we commonly recognize ourselves in the most outstanding allegiance, even when it is not the one we consider most determining. Identity isn't given once and for all; it is built up and changes throughout a person's lifetime. In fact, not many of the elements that go to make up our identity are already in us at birth; we acquire them. Because what determines a person's affiliation to a given group is essentially the influence of others: the influence of those about him together with the influence of those on the other side. Finally - Maalouf points out - identity is a question of symbols and, one could even say, of appearances. For this reason, symbolic elements – which go from language to myths, from literature to flags – have a special significant role in the whole question of identity.[1]

Confrontations in adolescence and migratory tensions[2]

"Underlying most of the behaviors in adolescents and young adults is the rationale of the need for differentiation: not being mistaken for adults, not being considered an homogenous group. They need to make clear that they are not like us – adults - and that they are also very different from one another. The majority of their relationships are differentiating ones: grouping and ungrouping, ignoring or confronting others so as to clarify who they are and who they are not.

In the vast majority of cases, the differentiating statement uses elements of life styles. However, it often can resort to features

1. Drawn from **In the Name of Identity**, Amin Maalouf, 1999.
2. FUNES, Jaume and ESSOMBA, Miquel Àngel (2004): "1. Elements de debat, conclusions i propostes", in *Construint identitats. Espais i processos de socialització dels joves d'origen immigrat* (eds. Xavier Besalú and Teresa Climent). Fundació Jaume Bofill.

which the adult society attributes special symbolic values. In some particular groups this can be, for example, national affiliation.

The presence of new "emigrated" diversities disrupts and repositions some of these confrontations. It is easy to reach a sort of "national pact" to identify the opposing side among the groups coming from abroad. "Africans" or "Asians" can suddenly turn into everybody's enemies.

When trying to identify educational challenges one should probably distinguish two large types of differentiating relationships between young adults: pure confrontation and exclusion.

Boys and girls "natives of the country" are solving most of their identity problems based on selective definitions and confrontations with those who, according to them, are not from the country. Working on these processes as aspects which are linked to life styles and tensions in coexistence relations makes it easier to prevent them from becoming exclusions with racist elements. They live immersed in a set of contradictions and uneasiness which easily divert towards the people they can pin "the blame" on.

However, the contrary is also true. The interrelation of confrontation makes us build identities according to how others see us. Adolescents with immigrant origins are what the other adolescents allow them to be and what they force them to be – at least as a reaction to isolation and exclusion. And they are also what adults (e.g., teachers) think they are. The differentiations which adults make are used and strengthened by the "native" adolescents, thereby amplifying their negativity charge."

Aspects you must bear in mind when conducting the interview

Before conducting the interview students must be aware that some people might find it hard to talk about their origins, the reasons that made them leave, etc. These are very personal and private aspects. Therefore, make sure questions are made with respect and care. Even when the people interviewed are closely related to students, this might be the first time they speak about the reasons. Students must be well aware that making the decision to leave is not easy and that more than often, it is an act of generosity towards the family, towards the people who one cares most about. The interview is a way of counteracting certain messages which are completely harmful and false created around the reality of migrants and refugees.

Once they have filled out the cards, share in the class the information they collected and discuss using the following questions:

- Which are the prevailing reasons for leaving?
- What experiences did you find most surprising?
- What do the majority of people you interviewed say about how they were received in other countries or cities?

Making decisions

Causes of migration.
Structural aspects and personal decision.
Expulsion and attraction factors.

Why do people move? Causes of migrations

Through the stories of the characters, we learned in the previous chapter that one of the causes of migration is poverty and hope for a better future. In this chapter, the characters speak of environmental causes. Three women – Amina, Alba and Lidia - tell us how they were forced to leave due to natural disasters. We will talk of armed conflict in the next chapter.

Following is an introductory summary of the causes for migration you may find useful:

"The reasons why people migrate are varied and complex: war, persecution, human rights' violations... but also inequality, poverty and climate change. Everyone who flees their country of origin does so in search of the same thing: a better life in a safe place where they can live in peace and have more opportunities. To talk of causes means to talk of CONFLICTS across the world. 60 million people worldwide have been forced to flee their homes due to persecution, conflicts, generalized violence or human rights' violations. The number of displaced people is at its highest ever. The Syrian conflict accounts for the majority of these displacements, followed by Afghanistan and Somalia. Over half of these people are under the age of 18.

We are talking of POVERTY. Poverty and social exclusion are two of the main causes for migration. Every day, millions of people move for economic reasons – both within their own countries (e.g., from rural areas to big cities) and to other countries.

We are talking of CLIMATE CHANGE. Droughts, floods and unpredictable and recurring cyclones put the lives and livelihoods of millions of people from the poorest countries at risk. Climate change is one of the many factors which causes displacement of people, particularly in Sub-Saharan Africa[3], an increasingly global phenomenon which is expected to become increasingly prominent in the next years as a driver of forced migrations.

Investigating about the different stories

Through different stories, students will learn about the reasons that took these people to leave their countries of origin. They will learn about their stories, their hopes, their concerns, the difficulties they went through and those they are experiencing at present. They will have to step into their shoes and imagine how they would feel if they had to go through a similar situation. This debate will bring about legal aspects and complex situations which will require understanding difficult concepts. We recommend you use the glossary at the end of the guide to help students better understand the different stories, and also that you search the internet for information about the countries where the testimonies are from.

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3. Source: https://oxfamintermon.s3.amazonaws.com/sites/default/files/documentos/files/
   RevistaOxfamIntermon36es.pdf

We suggest they fill out a card for each testimony and later share their stories with the rest of the class. Reading all the cards will provide them with an overall view of the reasons that force people to migrate, i.e., the expulsion and attraction factors that took them to make their decision.

Migrating is not a crime

Watching the video will help us recognize the reasons why people move, as well as alternatives. It will also help analyze the different ways and reasons for traveling and become aware that people are not always well-received in the host countries – depending on their origin, destination and reason for moving. In short, we will discover that not everyone has the same opportunities for freedom of movement, and the conditions under which people can move. All in all, we are talking about the reasons behind poverty and inequality.

Following is a text you might find inspiring:

"Migrating is not a crime. Crimes are, or should be, many of the causes behind migrations. A crime is to ransack the countries in the South, plunder their resources, pave the way for multinationals so that they can use up their resources and then, close our borders. A crime is building walls and looking the other way, as if the reasons which make thousands of people flee their countries had nothing to do with our reality, with the North, with our capitalist and patriarchal systems. A crime is to bomb Syria and then establish quotas for the number of people who can come to Europe fleeing from the war."[4]

We suggest a set of questions in order to foster debate:
- Why do people travel and move around the world?
- Why do people travel and move around the world?
- Are there forced migrations?
- Do we all have the same opportunities today to move freely?
- Why do you think the video is called Migrating is not a Crime?
- What is a visa? What is it for?
- What are migration policies?
- What is a residence permit/ work permit/ students visa?
- Did you find anything surprising? Why?
- If everyone has the right to leave their country, why is this right not respected?
- Who can be interested in not allowing thousands of people in movement to cross borders freely?

The videos will help to make more technical terms emerge. We recommend you use the glossary at the end of the Guide.

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4. Source: http://blogs.elpais.com/3500-millones/2016/06/30/

The value of diversity inside and outside the classroom

"Diversity outreach means keeping in mind that every society includes different cultures based on social class, ethnical group, gender, sexual orientation, territory and a great many other aspects. However, our schools prioritize –and at the same time hide – a culture of privileged objects, the culture of the dominant social minority: their way of speaking, of moving, of relating to each other, their hypocrisies, defects and virtues. However, we are diverse not only according to structural factors; we are also diverse as individuals: while some like painting, others are good in verbal expression, others have the capacity of organizing work teams and yet others are passionate about animals... and the list goes on.

At school we can learn the differences between thallophyte and bryophyte plants and at the same time, be unable to distinguish an elm tree from a Holm oak, or ignore where the food we eat comes from. Someone is in charge of making this arbitrary cultural selection and presenting it as the true and unique culture. And that is what children must memorize, regardless of whether this knowledge is relevant or not. A school which is open to diversity is a school which questions itself about such relevance.

Girls apparently do well at school: they obtain better results than boys, score better and there is a lower number of dropouts among girls than among boys. However, and in spite of this, girls end up commonly opting for certain university careers (education, nursing, psychology, medicine) and not for others (engineering in general). And all this ends up resulting in few women in high level posts. Does our school – and specially certain subjects – promote subtleness, reflection and creativity?

A school that aims to defend diversity outreach is a school which puts students' voice at the heart of learning and school-life. The richness and immense privilege of having students with different interpretations of the world, who come from different kinds of families, from countless places across the world, who speak many different languages, who cook in an infinite variety of ways, etc., will never be able to surface in a school of silence. Girls and boys go to school bringing with them large amounts of knowledge and this knowledge must be our starting point if we want a quality school for all, capable of addressing diversity."[5]

"...Cultural diversity is a significant richness, an inherent resource of human beings which must be perceived and recognized as such. There is indeed no system of values between cultures: they are all equal in dignity and rights, regardless of the number of people belonging to them or the extension of the territories in which they flourish. Our world is essentially a synchronicity of cultures; their coexistence and plurality make up humanity. There is a pressing need

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5.   FEITO ALONSO, Rafael (2009): "La gestión de la diversidad en el sistema educativo", in *CIP-Ecosocial – Boletín ECOS* no. 8, August-October 2009.

to place this seedbed of cultures in a prominent place within our global response to the passing of time, i.e., to development. This is the message conveyed in the UNESCO World Report, Investing in Cultural Diversity and Intercultural Dialogue."

"...There are all types of links between cultural diversity and the environment; economy, education and health; between cultural diversity and climate change; safeguarding our heritage, our languages, the access to resources and improved well-being, and these connections make it impossible to take an interest in a specific subject without taking into consideration the scope of cultures and their diversity. We must move forward and reverberate this message so that it translates, at a global level, into our everyday reality, into the decisions and initiatives put forward by governments, political leaders, the private sector and civil society. By establishing multiple collaboration relationships, UNESCO is determined to put cultural diversity at the core of development projects and to make respect for this diversity become not only the basis for the dialogue between cultures, but also a tool which works for peace.."[6]

Challenges in multicultural contexts. Intercultural competences and conflict resolution[7]

"Good-quality relationships facilitate reciprocal knowledge and understanding.

To know which frame of reference "the other" has we do not need to turn to Ethnology or Anthropology encyclopedias - even though that would surely be useful. What we need to do is focus on the person standing in front of us and consider them a valuable source of information. As the saying goes "every person is a world" – we must not forget that every person has their own model within that common cultural frame of reference. We mention this because we frequently make the mistake of considering that knowledge about other cultures is enough to understand people from such cultures.

Obvious as it may seem, we must not forget that **respect** *is a key factor in establishing a good relationship with someone – whatever their culture or social origins. And we must broaden this respect so that it covers the person's world model, their values and way of being and positioning in life. It is not necessary that we agree with the person; we only need to show them that they have the right to be respected. This initial respect is necessary - even when we do not agree with certain cultural aspects –so that we can build trust with the other person, so that both of us can feel at ease and open ourselves to dialogue and exchange. If we want to achieve this we must put into practice our communicative skills and capabilities, rather than the knowledge we may have of their culture. We already develop these skills in our social and professional life - all we need to do is adapt them to people from other cultures.*

6. Source: http://www.unesco.org/new/en/culture/resources/report/the-unesco-world-report-on-cultural-diversity
7. Source: http://www.gitanos.org/publicaciones/retoscontextosmulticulturales/interaccion.pdf

*Our most faithful ally is **observation**: being able to understand the verbal and non-verbal information that the person standing before us conveys. What emotions do they express and how do they express them? (do they look normal or is there something shocking?). How do they move and occupy their space? At what distance do they feel comfortable? (is it the same distance you need to feel at ease? or are they too close? or too far?). How do they convey their message? (do they show their disagreement or on the contrary, are they conciliatory?). Pay attention to these aspects. They help us adapt ourselves in order to be in tune with the other person and build on trust. It is convenient that we **ask** about the things we do not understand; the other person will provide us with the exact information we need to understand those things we are not capable of understanding within our frame of reference – sparing ourselves the interpretation effort and the risk of getting it wrong."*

Policies and borders

The right to freedom of movement.

Human rights' violations.

Empathy and diversity as a source of enrichment.

The Journey of Their Lives

We suggest working on the *"The Journey of Their Lives"* video"[8] to help bring out student's feelings and emotions. It is a "trick-simulation" in which some people are told they have won a journey. However, they gradually go from happiness to surprise as they learn about the conditions of the journey, and later to despair, outrage and even guilt when they become aware of the situation that millions of people are undergoing.

It is important that you stay alert to help students manage their emotions well, helping them gain a better understanding of their own emotions and those of others. You should also try to prevent the harmful effect of negative emotions that may come up, as well as develop skills which help generating positive emotions. We provide you with a brief summary on emotion regulation which will help you guide the debate and reflection successfully.

After watching the video, we recommend creating a relaxed atmosphere (with music) to help work on the video and to foster individual reflection. We suggest students share in pairs the feelings and emotions they have experienced while watching the video and later share them with all their classmates. To encourage individual reflection we will ask them how they felt in the different moments of the video and why. As for the group-reflection, in addition to sharing how they felt, we will ask them what they think the video is trying to convey. Finally, we will speak about what we have learned and we will ask ourselves: What about us? What can we do?

According to Rafael Bisquerra, of the University of Barcelona and the Research Group on Psycho Pedagogical Guidance (GROP):[9]

"Emotion regulation is the ability to manage our emotions effectively. It represents becoming aware of the relationship between emotions, thoughts and behavior; having good coping strategies; the ability to self-generate positive emotions, etc.

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8. UNICEF https://www.youtube.com/watch?v=PX4V-02w92w
9. Source: http://www.rafaelbisquerra.com/es/competencias-emocionales/regulacion-emocional.html

The sub-competences which make up Emotion Regulation are the following:

An adequate emotional expression:

It is the ability of expressing emotions effectively. It entails the capacity of understanding that our inner emotional state does not necessarily correspond to our external expression. This is true both for oneself and for others. With higher levels of maturity, it represents understanding how one's own emotional expression or behavior can have an impact on others. It also includes being in the habit of taking this into account when establishing relationships with others.

Regulating emotions and feelings:

This is, strictly speaking, what "emotion regulation" means: accepting the fact that feelings and emotions must often be regulated. This includes: regulating impulsiveness (rage, violence, risk behaviors); tolerance of frustration in order to prevent negative emotional states (rage, stress, anxiety, depression); persevering in the achievement of goals in spite of obstacles; capacity of delaying immediate awards for more long-term superior ones, etc.

Coping skills:

The ability to face challenges and situations of conflict, along with the emotions they generate. This implies self-regulating strategies to help manage the intensity and duration of emotional states.

Ability to self-generate positive emotions:

It is the capacity of self-generating and experiencing – voluntarily and consciously - positive emotions (happiness, love, humor, tranquility) and enjoying life; of self-managing one's own emotional well-being to achieve higher living standards."

What is happening in Syria?

This proposal suggests working on the Syrian conflict from two different perspectives: from the socio-political analysis through the video "The European Refugee Crisis and Syria Explained"; and from the simulation of a dangerous journey in which many people have been forced to embark to flee from war in http://www.bbc.com/news/world-middle-east-32057601

The Syrian conflict has torn the country apart, leaving thousands dead and driving millions to flee their homes. Those seeking refuge in another country must leave all behind. Many seek refuge in neighboring countries, but others pay great sums of money to smugglers and middlemen to take them to Europe. Along the way they are exposed to deportation, capture and death. In this "simulated" journey students will have to make certain decisions which will have different consequences depending on whether they are men or women. The debate and reflection after the video will lead them to address the concept of "safe routes" and to start asking themselves about the interests underlying this conflict.

Syria: Origin and causes of the conflict[10]

Syria's conflict has entered its fifth year and its consequences have been devastating: 220, 000 people killed, 11 million displaced, 3.9 million refugees and 12.2 million people who depend on life-saving humanitarian aid.

The causes underlying this conflict, like many others, have to do with corruption, political capture, poverty and human rights' violations. But also with inequality. This crisis actually began as another Arab Spring uprising in 2011. Social movements, spontaneous groups of people, organizations which took to the streets to demand the rights they considered undermined. The "many" asking the "few" for a more egalitarian system. Far from achieving their objective, these first demands for justice triggered more protests after being violently silenced by the Syrian government. The armed conflict had only just begun. Unfortunately, four years later this crisis has ended up becoming one of the greatest catastrophes of our recent history.

But injustice and inequality were the root cause of the conflict and they are still present today. While the different parties to the conflict arm themselves, fight and throw bombs, civilians live in terror trying to survive. Children under 4 only know war, 1.6 million children can no longer attend school and the first six months of 2014 alone witnessed at least 1,200 grave violations committed against them. Women cannot give birth in hospitals because either health facilities have been destroyed or the medical staff has been killed. People cannot earn a living because there are no jobs to be found, the shops have closed and the markets have shut down. The only chance of enduring this human drama is trying to find protection and food. But even this is hard to do. In 2015 the conflict reached an all-time high. There are currently 4.8 million people with very limited access to humanitarian aid and 220,000 people are living under siege.

Although the UN Security Council endorsed in 2013 and 2014 resolutions to ease the lives of millions of Syrians by improving humanitarian access, the member states of this organization fueled the different warring sides with arms. An actual 90 percent of the arms used in the conflict have been produced by the permanent members of the Security Council, particularly Russia and the US. Is this not the most perverse example of inequality and injustice?

Right to refuge

Over 60 million people have been forced to flee their homes worldwide 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. Through Oxfam Intermón's the *Right to Refuge* video[11] we will delve deeper into different concepts: refugee, right to asylum, pushbacks or deportations, etc. We will also learn about

10. Source: Paula San Pedro – Humanitarian Policy and Researcher of Oxfam Intermón
11. Watch the video at: https://www.youtube.com/watch?v=MaNYRdQ1fC0

actions and campaigns which different groups, organizations and NGOs are carrying out to fight for people's rights. Following are some questions which can help you with the debate:

- What are the reasons that force people to move?
- What does *refugee* mean? What rights does a refugee have? What is the right to asylum?
- What is the difference between a refugee and an economic migrant?
- Why does the video speak of "pushbacks" or summary deportations?
- Why does this campaign defend the right to transparent and fair asylum"?

Based on the debate, students will draw their conclusions and share them with the rest of class-groups.

The business of migration

This activity suggests finding information in different communication media to help students delve deeper and critically analyze the economic interests and benefits that migration policies generate. In this regard, we encourage them to find information about the migration policies implemented in their country (particularly, regarding planned measures and the economic items allocated to each of them). We also encourage them to find news and articles about other actors or factors that benefit economically from migration in each context. At the same time, and as far as possible, it would be interesting to find information about the mechanisms which have been put in place to guarantee the compliance with human rights in their country's borders.

You will find many news articles that address these aspects in the internet. We provide two articles to foster reflection. When students have collected and analyzed the information, discuss and answer the following questions: Who benefits from having thousands of people flee their homes? How do they benefit from this?

Your missing person, my business

El País. Guatemala City, August 11, 2015
http://elpais.com/elpais/2015/08/07/planeta_
futuro/1438961564_694153.html

"In Central America, illegal migration has developed into a varied business which aims to meet the needs of the undocumented exodus, particularly of people from Honduras, Guatemala, El Salvador and Nicaragua who try to cross Mexico with the dream of reaching the United States. Thus, bus owners, coyotes, custom officers, hotel managers, taxi drivers, etc., live off the income generated by the American dream of thousands of people who try crossing the world's most dangerous migration route by land. Recently, a new sector has come to round the commercial offer: the false migrant seekers. Tricksters who have found a place in the market of missing people and deceive families who are desperately trying to find information about their loved ones.

Several organizations working to defend human rights estimated that over 70,000 migrants have gone missing on their way across Mexico. Kidnapped by organized crime groups, detained in prisons, killed, victims of human trafficking for sexual exploitation in the case of women... Thousands of families lose contact with their relatives somewhere in the states of Mexico. Distressed, they accept the help of those who claim to work finding people in exchange for sums of money which can easily be six times higher than the monthly income of the family members".

The business of refugees: human trafficking to europe yields over €4 billion to traffickers

LA VANGUARDIA. Barcelona, May 17, 2016
http://www.lavanguardia.com/
internacional/20160517/401853418643

Human trafficking networks earned over €4 billion in 2015, a year strongly marked by the migration of refugees to Europe, according to the report submitted this Tuesday in Geneva by Interpol and Europol. According to both organizations, 90 percent of migrants entering the European Union in 2015 depended on criminal organizations.

In this regard, the majority of the one million migrants who entered the European Union in 2015 paid between €3,000 and €6,000 to finish their journey, which represents – the report says – a spread between €4,400 and €5,300 in total.

This report warns that migrants traveling to the EU are vulnerable to sexual exploitation and forced labor, due to the fact that they need to pay their debts off to traffickers.

When it comes to money laundering, traffickers moved large sums of money in cash across borders, which were later laundered through the buying and selling of cars, shops, restaurants or transport companies.[12]

Don't be fooled

Human rights' violations.

Analysis of the collective imaginary.

How to debunk rumors and false beliefs.

What about us? What can we do?

Don't be fooled: what is a rumor? What is a prejudice?[13]

The right to move, to migrate, to refuge to which everyone is entitled entails that our rights and our dignity is respected both the moment we leave, during the journey and also, and particularly, in the new hosting society. And the communities which host refugees or migrant people have to rise up to that challenge. The individual and collective reflection about how we think and behave with migrant people in our own country is essential to guarantee respect for everyone's rights to migrate and to rebuild their lives in another place.

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.

For this reason we suggest students carry out in this chapter research about the rumors and prejudices circulating in our society, in the media and on the streets, and which shape our discourse and attitudes towards refugees and migrants. We will start by watching the "Don't be Fooled" video and then, in small groups, we will answer the following questions: youtu.be/FDIs-hFgl-s

- 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?

In small groups, they will write down the rumors which appear in the video, assign one rumor per group and search for the information, data and arguments to debunk it. When they are done, they will share their conclusions together.

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12. Source: http://www.lavanguardia.com/internacional/20160517/401853418643
13. Source:
    http://www.unesco.org/new/en/communication-and-information/resources
    https://www.amnesty.org/en/what-we-do/people-on-the-move/

You might find useful the following explanation:

Allport and Postman (1967) were the first researchers to address the study of **rumors**. These authors defined rumors as descriptions or explanations of daily events which are credible or likely to be believed and which are also linked to a specific problem or concern. Since the reports are unverified, rumors may turn out to be either true or false. Rumors spread under the so-called "snow ball effect" and can be built on a prejudice, the lack of information, people's pressing feelings of anxiety or fear for the present and the future, etc.[14]

Rumors are made up of three elements:

- The object (target) of the rumor, which can be a person, a group (e.g., migrants), an organization, a social situation, etc.
- The content of the rumor, which can be more or less relevant within the social context, e.g., citizen insecurity.
- The generally ambiguous relationship between the object or target group and the content of the rumor.

Prejudices are a complex psycho-social phenomenon which is internalized in many diverse ways and in multiple social contexts: during the family and/or school socialization process, through communication media, literature, etc.

Most of the definitions for prejudice conceive it as an evaluation or a judging attitude (hostile and/or negative) towards people belonging to certain social groups based solely on the individual's membership of that social group (Allport, 1954). This negative attitude would be the result of one or any of the following phenomena:

- Maintaining beliefs, negative stereotypes, etc. about the people of the targeted group.
- Expressing negative feelings towards the people in this group which can imply the dehumanization of the same.
- Showing discriminatory attitudes towards the people in this group.

These three elements which make up a prejudice are closely linked and feed off each other, resulting in a negative attitude towards the group.

Tips to create the Rumor-Hunter Card. Let's talk of rumors, myths and facts… and of facts that do not make the news[15]

Now that we know what a rumor is, we will analyze together if there are similar rumors as the ones shown in the video in the place where they live. Acting to debunk a rumor is important so as to guar-

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14. Source: http://www.juntadeandalucia.es/export/drupaljda/desconstruir_rumores_manual.pdf
15. Source:
    http://www.unesco.org/new/en/communication-and-information/resources
    https://www.amnesty.org/en/what-we-do/people-on-the-move/

antee 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. We suggest you analyze some of the most common rumors which circulate in your city, town, neighborhood, etc. about different groups of people.

Your Rumor-Hunter Card must include the following information:

Rumor:	
People it affects:	
Where is the rumor disseminated?	
Arguments and data which debunk it:	
How can we change this rumor?	

We provide information on rumors and prejudices currently circulating on migrants and refugees, as well as the arguments which debunk this false information.

Myths

Refugees are a European problem.

In fact, Europe only shelters 6 percent of the world's refugees, in comparison to 39 percent taken in by the Middle East and North Africa and 29 percent by the rest of Africa. The majority of Syrian refugees are in neighboring countries (Turkey, Lebanon, Jordan and Iraq). Even when over a million refugees arrived in Europe by sea in 2015 this only represents 0.3 percent of the continent's total population.

Refugees are not desperate. They are the ones who choose to migrate.

By definition, refugees are people who flee from violent conflict or persecution. They make use of their legal right to asylum, enshrined in the Universal Declaration o f Human Rights and a right you would also be entitled to if you had to flee from a war. The great physical dangers to which refugees are exposed when they flee reflect the gravity of the situation they face. Migrant is a broader category which includes people who move for economic reasons and also people who flee from natural disasters, hunger and poverty.

The EU has tried to justify – particularly through the media – its increasingly tough migration policies claiming that Europe is being forced to take care of a larger number of refugees and migrants than it should. There is also a prominent claim that the vast majority of people who are entering Europe through irregular means are economic migrants.

The majority of refugees are young, healthy and strong men.

According to UNHCR, more than 75 percent of Syrian refugees are women and children. Women and children account for more than half of all refugees arriving in Europe.

Refugees take away jobs from the native population of their host countries.

Refugees create jobs. According to research carried out by the Organization for Economic Cooperation and Development (OECD) refugees expand national markets and create a new job for every job they occupy. In some countries refugees have been responsible for almost one third of the country's economic growth between 2007 and 2013.

Refugees exploit the welfare system.

Most refugees contribute more to public funds than what they receive from them. Research carried out in the UK, Canada, Germany, Greece, Portugal and Spain shows that refugees are less or equally dependent on public funds than the native population.

Refugees and migrants bring terrorism.

The vast majority of the main terrorist attacks that were committed these past years were carried out by citizens born in the countries where the attacks were committed. In words of the UN High Commissioner for Refugees, Antonio Guterres: "It's not the refugee outflows that cause terrorism; it is terrorism, tyranny and war that create refugees". Creating divisions between people and encouraging hate between groups is part of the strategy of terrorism.

Developed countries are already crowded and can no longer take in more people.

There is a decline in population in most developed countries and migration could be key to counteract this fact. Refugees and migrants can maintain population rates and provide a base of people of working age to contribute to the pensions of an increasing number of retired people.

Facts

Most of the world's refugees do not leave their region. By the end of 2013 the countries that took in the largest number of refugees were Pakistan, Iran, Lebanon, Jordan, Turkey, Kenya, Chad, Ethiopia, China and the US.

In 2013, 48 percent of all people entering by irregular means and 63 percent of all people entering by irregular means by sea came from Syria, Eritrea, Afghanistan, Somalia and countries devastated by conflicts and with widespread human rights violations. Most of the people who flee these countries do so fleeing violence or persecution and are, in principle, people who need international protection. According to data by the International Organization for Migration

(IOM) and the UN High Commissioner for Refugees (UNHCR), between January and September of 2015 over 3, 200 people died trying to reach Europe. Even if Syria represents the greatest global refugee crisis, it is not the only one. In Africa, people flee from conflicts and persecutions in countries such as South Sudan, the Central African Republic, Nigeria, Burundi, Somalia, Ethiopia, Sudan and the Democratic Republic of Congo. It is estimated that there are three million refugees in Sub-Saharan Africa alone. In Kenya we find Dadaab, the world's largest refugee camp set up in 1991 and which in May 2015 included more than 350,000 people.

Facts that do not make the news

The positive benefits migrants bring with them, including skills, resources and diversity rarely make the news. According to the World Bank, international migration is good because workers can move to places where they are most productive. And the money migrants send home to developing countries (known as 'remittances') is worth three times more than what governments spend on development aid – an estimated US$404 billion in 2013.

Dangerous journeys

In their attempt to escape from desperate situations, refugees and migrants put their lives at risk in dangerous journeys. This is happening in the Mediterranean Sea, but also in South-East Asia. In the Balkan route, refugees and migrants face arbitrary detentions, abusive behavior by security forces, sexual abuse, exploitation by traffickers, deportations and even death. In Central America thousands of people who make their way to and across Mexico every year are kidnapped, raped or killed in one of the world's most dangerous journeys. During the journey they are exposed to abusive behavior by public workers of migration services, police agents, soldiers, human traffickers and criminal gangs.

Interviewing a member of an organization

If students have the possibility of contacting a local organization or association working directly with refugees or migrants, they can interview a member of the organization. It would be a good way of validating the information they have collected and of proving that those rumors and beliefs are false. They can also search the internet where they will find information about the many campaigns being carried out in different countries to denounce, refute and debunk rumors and false statements circulating about different groups and people.

We recommend preparing the Anti-Rumor Card first so that they can validate the work they have done.

Act Now!
Proposals for Action.

We commit ourselves. Our "Rights without Borders" Manifesto

The manifesto must be based on all these conclusions, which they must summarize and write down taking into account four aspects: observation, analysis, denounce and commitment.

At the end of chapter 4 it is the moment to look back and review everything we have shared and discovered. It is the moment to ask ourselves what we can do to contribute to changing this unfair situation in our close environment – what every boy and girl can do within the school, their families, the neighborhood, etc. This is the chapter that gives sense to the school's practice.

Freire said that reading the word and reading the world go together because, essentially, a critical and emancipatory education implies providing young students with the skills and abilities they need to rebuild their cultural and social reality starting from their own experience, in a less-biased and more contrasted way. Schools have the option of silencing students or else of helping them become critical and active citizens.

An emancipatory education seeks to educate responsible citizens starting from their experiences, their problems and needs, their voices; help them observe, discover and interpret critically the different contexts in which they develop themselves. It is about making school practice relevant, make sense and encourage commitment. Schools are places where changes can be generated and imply social transformation. Even though this practice is not widespread, there are already experiences which develop research skills and meaningfulness, critical interpretation within a dialogic process, and which promote changes towards a more participative curriculum and more democratic schools.[16]

Awareness campaign

We recommend you show others the work you have been doing during the different activities. We suggest you hang your commitment letter somewhere visible in your school so that everyone can see it. We encourage you to take photographs of the actions you organize and share them on the blog.

Symbolic action: the Unfairness Wall

This final chapter suggests carrying out a collective action: **building and tearing down the "Unfairness Wall".**

Following the line of what students have been working on – visible and invisible borders which deny people's rights – the objective is to

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16. Source: Intermón-Oxfam, "Lectura crítica, justicia y solidaridad: enseñar en la escuela a leer el mundo y concienciar", in *Pistas para cambiar la escuela.*

collect the ideas we recognize as unfair and which separate people worldwide denying them access to their most basic rights. These ideas will be written onto bricks made out of cartons, and with a spark of creativity they will serve to build a wall which, as a symbolic action, we will tear down.

It is a good moment to get other class-groups in the school, families, etc. involved. We want to see many walls coming down! #DerechosEnMovimiento

Recommended reading list

"There is a battle in Europe about who has the right to have rights."Itziar Ruiz-Giménez

See online at: http://www.agora-revistaonline.com/single-post/2016/04/18/ENTREVISTAS-Itziar-RuizGim%C3%A9nez-En-Europa-hay-una-batalla-sobre-qui%C3%A9n-tiene-derecho-a-tener-derechos

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Cooperative learning

What do we understand by cooperative learning?[17]

Based on Johnson, Johnson and Holubec's (1999) definition of cooperative learning and bearing in mind the contributions made by Spencer Kagan (1999), we can define cooperative learning as the instructional use of small groups - typically heterogeneous in terms of achievement and skills, although they can also be more homogenous – that structures the activity to ensure maximum and balanced participation among students (to guarantee all members of the group have equal opportunities of participating) and maximizes interaction between them. The objective of cooperative learning is to ensure that all members of a group learn the proposed contents, maximizing their own and each other's learning, as well as learning to work in teams.

We can highlight the following aspects of the above definition:

- The members of a cooperative learning group have two primary responsibilities: learning what is taught and also helping their teammates learn what is taught.

- Teachers also use cooperative learning with two purposes: to ensure students learn school contents and to ensure they learn how to work in teams and supportively - considering that both aspects are also school contents. i.e., cooperate to learn and learn to cooperate.

- Cooperative learning is not about students of the same class working now and then in teams, but rather about them being organized into long-term "working groups" with stable membership and aiming basically to learn together and, occasionally, if the chance arises, to carry out a task together.

- Cooperative learning is not only a method or resource which is particularly useful in helping better understand school contents. It is also, in itself, another curricular content which students must learn and thus, which they must be taught.

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17. Drawn from: http://www.orientacionandujar.es/wp-content/uploads/2013/06/El-Trabajo-Cooperativo-como-Metodolog%C3%ADa-para-la-Escuela-Inclusiva.pdf

Group dynamics to encourage participation, debate and reaching consensus in decision-making processes

Nominal Group Technique

This dynamics helps us obtain information, points of view and ideas students have on one subject or a specific problem in a structured way that facilitates participation of the shyer members, and limits excessive showing off of the more extrovert ones. This technique is particularly useful when a group-class must make agreed decisions on aspects related with norms, discipline, group activities etc. However, it can also serve at the end of a subject, for example, to let the teacher learn about what knowledge students have acquired or consider fundamental.

The Nominal Group Technique it is carried out as follows:

- First, the teacher or person who acts as facilitator (who can be a student) must clearly explain the goal they want to achieve through this technique and the subject or problem on which they must focus all their attention. During approximately five minutes, each participant, individually, writes down all the information, proposals or suggestions that come to mind when considering the subject or problem addressed.

- The facilitator asks participants, one by one, to share the ideas they have generated and writes them on the blackboard. If someone is not willing to participate, they can "pass". Likewise, if someone has more than one idea, they must wait until the first round is over to verbalize it – provided that another participant has not mentioned it already. It is clear that what counts here are the ideas and not the person who provides them.

- When all the ideas have been written down and after having made the necessary rounds, the facilitator asks if any of the ideas are not clear to them. If there are any doubts, the facilitator will ask the person who formulated the idea to make the necessary explanations – only explanations; it is not about answering to objections or criticism about the ideas suggested.

- In the end, all the ideas must be listed on the blackboard in alphabetical order: the first idea that has been given is the A, the second the B, and so on.

- The next step consists in prioritizing the ideas. Each participant ranks the ideas by order of importance, with the most important receiving a rank of 1, the second most important, of 2, and so on, until all of them are ranked (if there are 12 ideas, the last one will be ranked 12).

- Next, the facilitator writes on the blackboard, next to each idea, the score that every participant has given and finally, adds the scores for each idea. This will show which ideas are the most highly rated by the class-group: the ones which have obtained the least number of points from all participants.

- Finally, they must comment on, discuss or summarize – depending on the case – the results obtained. If the group is large and you have divided them into different teams, this technique can be made more dynamic by following the above-mentioned process, but by replacing individual work for team work when thinking and writing the ideas related to the subject or problem addressed and when ranking them later.

The Two Columns

This dynamics can be very useful to help decide – by reaching an agreement – on which is the better solution for a problem or question with different alternatives. The Two-Column dynamics (Fabra, 1992) is very easy to carry out and facilitates reaching an agreement when the members of a class-group must make a decision or solve a problem which has different solutions and they are incapable of deciding on one.

This dynamics can be complemented with the Nominal Group dynamics, which can be used to help the group ensure –as far as possible - that the alternative that has been valued as the best is, indeed, the one with the greatest chance of success.

Strictly speaking, the Two-Columns dynamics is a way of assessing alternatives that facilitate dialogue and reaching agreements and prevents many of the confrontations which occur when overly dominant members try to impose their opinions over the rest. Thus, the facilitator writes down the alternatives the participants provide, but leaves out the name of the person who suggests them. All the members can contribute with the alternatives they consider best and when no new contributions are provided, the class proceeds to evaluate each of them.

The process goes as follows:

- The proposals or alternatives are written in a corner of the blackboard, in alphabetical order (A, for the first proposal; B for the second, and so on).
- We divide the rest of the blackboard into two parts with a vertical line. In one part we write "Positive Aspects" and on the other, "Unwanted Consequences". We will not write "Negative Aspects" so as to avoid that the person who has proposed it defends it excessively. What we actually want is that they forget about who has made the proposal and focus on its content. (Figure 18)
- Next, we read proposal A and ask participants to collaborate by saying what positive aspects they think this alternative has (what aspects of the problem it solves, its advantages, etc.) and we write them on the blackboard in the corresponding column.
- We then ask participants to think and explain the "Unwanted Consequences" of this proposal (what can happen if we carry this out?, how can events evolve?, etc.) and we also write them down on the blackboard in the corresponding column.

- We continue this process with the rest of proposals: B, C, etc.
- Finally, we ask the group to analyze what we have written in each column for every proposal. Based on this information, we can assess what the best alternative is (i.e., the one which helps us overcome the problem or achieve the goal, at a minimum cost and with higher chances of success). Obviously, the evaluation criteria of the different alternatives must not be quantitative, but rather qualitative: sometimes, only one unwanted consequence can invalidate an alternative.

In addition to channeling dialogue and facilitating decision-making, this dynamics also has other advantages: it improves logical reasoning, the ability to summarize and verbal expression in students and forces them to collaborate and become accustomed to giving more importance to common goals than to individual needs.

As happens with the Nominal Group dynamics, individual work also can be replaced by team work by thinking and contributing alternatives, and later valuing them in cooperative teams rather than individually.

Alternative	Positive Aspects	Unwanted Consequences
A/		
B/		
C/		
Etc.		

Basic structures for cooperative learning

Basic cooperative structures can be used for different purposes during the different moments or sequences of the Didactic Unit (DU). Before starting a DU they can help us learn about students' prior ideas regarding the contents we will be working on. At the beginning of the DU they can help us assess whether students have fully understood an explanation or a video we have shown. During the DU they can help us carry out the activities we planned and can help students make use of the skills and abilities related to the contents we have worked on. At the end of the DU they can serve to recapitulate and summarize the contents.

Structure	Before the DU	At the beginning of the DU	During the DU	At the end of the DU
Shared Reading	"Refresh" the ideas on the subject we will be working on based on a text.	Introduce a subject based on a text.	Ensure the comprehension of a text which will be the base for the exercises they will have to carry out later.	Ensure the comprehension of a text which summarizes the contents of the subject they have worked on.
1-2-4	Know students' prior ideas on the subject we will be working on.	Check that an explanation has been understood.	Resolve problems, answer questions, do exercises, etc. on the subject we are working.	Answer questions or write down sentences to summarize the main ideas of the subject we have worked on.
Rotating Sheet	Know students' prior ideas on the subject we will be working on	Check that an explanation, a text, etc. has been understood.	Resolve problems, answer questions, do exercises, etc. on the subject we are working	Answer questions or write down sentences to summarize the main ideas of the subject we have worked on.
Three-Minute Stop	Remember and expose ideas connected to the subject we will be working on.	Pose aspects they want to know about the subject we are starting to work on.	Pose questions and doubts about the subject we are working on.	Pose questions or doubts at the end, after having gone over the subject in teams.

Shared Reading:[18] reading a text can become a shared activity by reading it in teams. E.g., in a team of four students, a member of the team starts reading the first paragraph. The rest of members must pay attention because when s/he finishes reading, the next person (e.g., clockwise) must explain what s/he has heard or summarize it, while the rest of the team must check to see whether the explanation is correct and whether they agree with it or not. After that, the following student (the one who has summarized the first paragraph) starts reading the second paragraph and the third person must summarize it, while the rest (the fourth and the first) check whether the summary is correct or not. This goes on until they finish reading the whole text.

Structure 1-2-4:[19] the teacher poses a question to the group, e.g., to check to what extent students have understood his or her explanation or to put into use something just said. Each student is provided with a three-squared template (with "situation 1", "situation 2" and situation 4" in each square) where they will write their answers. In their teams, ideally of four members, each student individually ("situation 1") starts by thinking about the correct answer to the question posed and writing it down in the first square. Then, they get into pairs ("situation 2") and exchange answers and comment on them, and they combine their answers to make one of the two, and write it down in their second square. Finally, after comparing the answer of both pairs, the whole team ("situation 4") combines their ideas and writes the best answer to the question posed.

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18. Structure designed by María Jesús Alonso, of the Los Angeles Public School in Miranda de Ebro (Burgos); M. J. Alonso and Y. Ortiz, 2005, pg. 63; see also Pujolàs, 2008.
19. Adapted from http://www.cooperativelearning.com

Rotating Sheet:[20] the teacher gives the teams a task (a list of words, writing a story, a list of the things they know about a specific subject to discover their prior ideas about it, a sentence which summarizes a fundamental idea they have read or the subject they have been working on, etc.) and in their teams, they take turns to write their part or contribution in a "rotating" sheet, and then pass it on to their teammate, clockwise, until all the members of the team have participated.

Three-minute stop:[21] enables structuring the activity the group is carrying out in a specific moment, facilitating the participation and interaction of students. After having explained something to the class, when the teacher asks openly if anyone has any questions or doubts there is generally little or no participation – and when there is, it is always by the same students (the extrovert ones). The shyer and more introvert students rarely participate or do so only when they are questioned directly. In order to avoid this, the teacher can interrupt the explanation every now and then with a three-minute stop (or the time s/he considers adequate), so that every team can think and reflect on what has been explained, and pose two or three questions or doubts about aspects which are not completely clear to them. Once the three minutes are over, every team's spokesperson poses a question or doubt – one per team each time - out of the three the team has suggested. Similar questions and those which have already been posed by another team are omitted. When all questions have been made, the teacher continues with the explanation until the next three-minute stop.

Pencils in the middle:[22] the teacher gives every team a piece of paper with the same number of questions or exercises as members in the team (usually four) related to the subject they are working on. Each student individually will work on one question or exercise:

- The student must read aloud the question or exercise and will be the first to give his/her opinion on how to answer the question or do the exercise.
- Next, s/he will ask for the opinion of the teammates, following a specific order (e.g., clockwise), making sure all of them contribute with information and express their opinion.
- Based on the different opinions, they will discuss these together and choose the best answer.
- Finally, they will check to ensure that all of them understand the answer or the exercises they have chosen together and that they will be able to write down the answer or do the exercises in their workbooks.

You must decide on the order of the questions or exercises. In their teams, they take turns to read their question/exercise aloud. During this time, when each student expresses their opinion and they speak together on how to do the exercise or which answer is correct,

20. Adapted from Spencer Kagan, see also Pujolàs (2008).
21. Adapted from http://www.cooperativelearning.com
22. Structure adapted from Spencer Kagan by Nadia Aguiar Baixauli, from the Learning Resource Center (CRA) "Río Aragón", in Bailo (Huesca), and María Jesús Tallón Medrano, of the pre-school and Primary School "Puente Sardas" in Sabiñánigo (Huesca).

they put their pencils or pens in the middle of the table indicating that it is time to listen and speak; they cannot write. Once they have finished talking and everyone knows the answer or what they have to do, it is time to grab their pencils and start writing. Now it is time to write and they cannot talk. Later, they put their pencils or pens in the middle of the table again and the next student reads the following question or exercise.

The word game:[23] the teacher writes a few key words on the blackboard related to the subject they are working on or have just finished working on. Each team, generally made up of four members, must write a sentence with the key words – one sentence for each word – or try to express the idea "underlying" those words.

To make it easier, they will write down the sentence on a small piece of paper (a third or a quarter of a page). Then, in order, each student shows their teammates the sentence s/he has written and they must correct it, add to it, improve it, etc. They must "make the sentence theirs" in a way that the sentence becomes a collective one and ends up belonging to the whole team and not only to the person who first wrote it.

If there are more than four key words, the process is repeated following the same structure until there is one sentence duly supervised by the whole team for each of the key words. The team must then put the sentences in order on the table, following logical criteria with the aim of achieving something similar to a diagram-summary or a conceptual map of the subject.

When the teacher has approved the selected order, they must number the sentences and, in pairs and by turns, write out the sentences and produce a copy for each of the members of their team.

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23. Adapted from Spencer Kagan (1999).

Glossary

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.

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.

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

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 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.

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.

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.

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.

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

Source:
   Amnesty International: https://www.es.amnesty.org/en-que-estamos/campanas/yoacojo/glosario-determinos/
   International Organization for Migration (IOM), basic glossary: http://publications.iom.int/system/files/pdf/iml_7_sp.pdf

Complementary resources

Forced migrations and refugees. Resources to work in the classroom:

UNICEF, *Unfairy Tales: The Story of Ivine and Pillow,*
https://www.youtube.com/watch?v=3scOr_d9Dwo

UNHCR Mexico, stories for kids,
http://culturacolectiva.com/7-cuentos-infantiles-que-te-acercaran-a-la-realidad-de-los-refugiados/

#ABPRefugiados
Interdisciplinary project to work on the subject of refugees and migrants.
Set of documentary resources, short-films, cartoons, interactive graphics, photographs, proposals for young adults literature, working activities in foreign language, etc.
http://abprefugiados.blogspot.com.es/

Forced migrations and refugees. Resources for teachers:

Interesting websites:
www.amnesty.org/en/
https://www.proactivaopenarms.org/en
http://www.doctorswithoutborders.org/

CEAR, *Access to Protection: a Human Right - Abstract*
http://www.cear.es/wp-content/uploads/2013/07/TRIPTICO-FINAL_EN1.pdf

UNHCR, *Global Trends: Forced Displacement in 2014*
http://www.unhcr.org/statistics/country/556725e69/unhcr-global-trends-2014.html

Oxfam, *Right to a Future: Empowering refugees from Syria and host governments to face a long-term crisis,* **November 2015**
https://www.oxfam.org/en/research/syria-refugees-right-future

Veinte reflexiones de una emigrante
https://youtu.be/671xpkNk29c

Itziar Ruiz-Giménez, *En Europa hay una batalla sobre quién tiene derecho a tener derechos*, **Ágora**
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Diversity and Interculturality

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http://www.juntadeandalucia.es/export/drupaljda/interculturalidad_gestion_diversidad.pdf

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http://www.unicef.org/peru/_files/Publicaciones/Educacionbasica/peru_educacion_interculturalidad.pdf

Ministerio Educación Perú, *Guía metodológica de "Transversalización del enfoque de interculturalidad en programas y proyectos del sector gobernabilidad".* Programa Buen Gobierno y Reforma del Estado
http://centroderecursos.cultura.pe/sites/default/files/rb/pdf/Guia%20metodologica%20de%20transversalizacion%20del%20enfoque%20de%20interculturalidad.pdf

Generalitat de Catalunya, Education Department. *Intercultural Education. Students from other countries*
http://xtec.gencat.cat/web/.content/projectes/alumnat-origen-estranger/suport-linguistic-social/publicacions/quadern-SLS-educacio-intercultural.pdf

Generalitat de Cataluña, Departament d'educació. *Educació intercultural. Projecte de convivència i èxit educatiu. Septembre 2014*
http://xtec.gencat.cat/web/.content/alfresco/d/d/workspace/SpacesStore/0063/905e9278-9ca1-4768-afb2-09c9c6288759/intercultural.pdf

Emotional Management

Rafael Bisquerra, Psycho-Pedagogical Assessment Group of the University of Barcelona University
http://www.ub.edu/grop/en/

10 Películas Sobre Inteligencia Emocional y Social
http://habilidadsocial.com/peliculas-inteligencia-emocional-y-social/

Global Citizenship: www.kaidara.org

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- Web: http://www.oxfamintermon.org/ca/que-fem/campanyes-educacio/
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