we are in the same boat

Educational Toolkit on Migration
for upper secondary schools

**COMITATO
3OTTOBRE**

Contents

Introduction and methodological

The educational toolkit *we are on the same boat* is the result of training and awareness-raising experiences carried out by the civil society organization Comitato 3 Ottobre in schools in Italy and in other countries of the European continent. It aims to provide secondary school teachers and students with a useful educational tool to understand migration. After a long journey of meetings across secondary schools, the authors believed it would be useful to put together the resulting topics, methodologies, insights and reflections. To date, in fact, 260 schools from 20 different countries have participated in our meetings, for a total of over 55,000 students; an important work, which allowed the Comitato 3 Ottobre to gain awareness of its role and capabilities, combined with the urgency to provide teachers and students with a tool to be used to address and analyse the issues discussed during the many meetings described above.

The *we are on the same boat* toolkit guides teachers through the in-depth study of specific content on migration, and also intends to steer a participatory debate and discussion, putting students at the centre as they are to become active protagonists in the creation of their own knowledge, training and education. Teachers and students will be free to investigate the many areas outlined, expanding them through more specific training and learning objectives, also from an interdisciplinary point of view.

The activities and research material included in this publication also aim to directly involve students, accompanying them on their journey of growth, and providing them with smart and updated tools for the conscious creation of an exploratory and knowledge itinerary.

Lexicological note: in order to provide a text that is as practical and inclusive as possible, the language used in the *we are on the same boat* toolkit is at times simplified. In particular, we encourage readers to pay attention to the following issues:

▮ Europe: in this toolkit we often refer to Europe and European countries, aware of the many facets of the term. We therefore invite readers to understand the above-mentioned words in the broader sense of the term, i.e. all countries that are part of the European continent, if not otherwise specified.

▮ Gender: we have used several expedients to try to make the language in the toolkit more inclusive.

▮ More and less privileged countries: in this toolkit we propose the difference between more and less privileged countries, which we consider more accurate than terms such as 'poor countries' or 'underdeveloped countries'. In fact, monetary wealth is not the only factor that determines a country's level of development.

Structure of the toolkit

Overall, the text is developed around a journey scenario: starting from the factors that push people to migrate, moving through the actual journey and the crossing of borders, to then address the issues, often equally problematic, that migrants face in the places of arrival. These include the application for international protection, access to citizenship, discrimination in its various forms, including intersectional discrimination and online hate speech. This is followed by two fact sheets on the specific situation experienced by migrant women and unaccompanied foreign minors (UFMs), while a final activity wraps up the toolkit, providing students with the opportunity to continue their research on migration.

The toolkit is not intended as a manual, nor should it replace school textbooks. It is a practical tool to accompany teachers and students throughout the school year, and therefore can be used sequentially as well as in separate blocks: the chapters and paragraphs are independent of one another, as well as the proposed activities and suggested research material.

The printed text is complemented by online resource and research material, that can be accessed through links and QR codes. Links to online resources are included in the text and give access to pages in PDF format, viewable on screen and printable.

The text is made of several sections, each divided into two parts:

General information

At the beginning of each chapter and paragraph, the main topic is fluently discussed.

Activity

This section consists of proposals for activities to be carried out in class and/or in working groups, and is aimed at offering models of concrete actions for active learning of the topics addressed. Most of the proposed activities encourage the development of skills such as empathy, social awareness, but also observation, description and non-judgmental listening.

Where necessary due to space limits, activity annexes are available online via links or QR codes.

Moreover, there are also online resources, accessible via links or QR codes:

Online research material

Descriptive paragraphs to analyse the topic in more detail.

Sources
When not indicated in the footnote, the sources used by the authors are always reported briefly. Teachers and students can refer to them for further research on the proposed topics.

Insights
Suggested reading and audio-visual document references (including videos, movies, songs) are presented. The suggested insights are designed to give each student the opportunity to gain a deeper understanding of the stories told in the toolkit and to find others.

A digital version of the toolkit is available at:
https://www.comitatotreottobre.it/ **QR 1**

Comitato 3 Ottobre has a dedicated web portal for schools that can be accessed at:
https://www.comitatotreottobre.it/portalescuole/ **QR 1**

For suggestions and recommendations, please send an email to:
kitdidattico.3ottobre@gmail.com

QR 1

Introduction

To talk about migration starting from real facts and situations, it is useful to contextualize the phenomenon as widely as possible.

Let's consider space and time. At the level of space, the context of reference to understand migration is the global phenomenon. The movement of goods and capital, the spreading of cultures, languages and ideas through the media, the growing ease of movement and human mobility during the 20th and 21st centuries have increased continuously, giving rise to globalization. For example, today, it takes 4 hours by plane to go from Istanbul to London[1], at the time of the Roman Empire the same journey could take almost 2 months[2], while right before the beginning of World War I it took about 3 days[3].

If we consider the whole journey of human civilization at a temporal level, we notice the human being has always moved, more or less freely, while some lands have been reached by humanity only recently – for example, Iceland and New Zealand have been inhabited for just over a thousand years[4].

It is therefore necessary to consider our daily reference scenario – overall, the Mediterranean since the 1990s, and in particular the central Mediterranean since 2011 – only as a small part of a much larger phenomenon, in time and space, present for millennia in the culture and nature of human beings, and that will very likely characterize it extensively in the coming years. This phenomenon goes by the name of migration.

Framing the phenomenon

The decision to migrate is usually based on precise facts or events concerning human beings, their relationship with other people and with the planet. This chapter presents these phenomena in more detail, taking into account their specificity but also how they contribute to the creation of more complex scenarios.

The demographic issue

The world population has grown the most during the 20th century: in 1900 there were just over 1.5 billion people in the world, while in 2000 the inhabitants of the Earth well exceeded 6 billion. Over the last century, the world population has more than quadrupled, resulting in a huge increase in economic, social and environmental pressure on some areas of the world. For the future, the United Nations (UN) believes that around the year 2050 there will be about 9.7 billion people on Earth, rising to almost 10.9 billion in the year 2100. Growth is expected to slow down, but it will continue inexorably, barring major environmental disasters, at least until the end of the current century. Some areas of planet Earth, and in particular

[1] See the portal: www.rome2rio.com/
[2] See the portal: https://orbis.stanford.edu/#
[3] See image: https://www.telegraph.co.uk/content/dam/Travel/2017/October/iso.JPG?imwidth=1240
[4] Jared Diamond, *Guns, Germs, and Steel*. New York, Norton, 2005

Shipwreck
of a boat used
by migrants.
Lampedusa, Italy.

Ph: Comitato
3 Ottobre

the African continent, are already experiencing strong demographic expansion. Think, for example, of Niger, with the highest fertility rate[5] in the world at 6.29, against that of Italy, which is among the lowest at 1.29[6] while other areas, and in particular some countries in the European continent, are witnessing a slight contraction. The age of the population in the world is quite diversified: we know the population in Italy is one of the oldest. By the year 2100, the 27 counties of the European Union will have lost about 30 million inhabitants, of which at least 9 million in Italy alone[7].

Urbanization

The increase in the world population has been concentrated mainly in the cities: a vast movement of people has been reported over the centuries from the countryside to the city, with the urban population overtaking the rural population for the first time in human history on May 23, 2007[8]. The trend is that of further growth of cities, with the development of authentic megalopolises where the world population will be increasingly concentrated. Many of these mega-cities will be in the Asian and African continents, while in the European continent, we have the case of Paris and its hectic extension. Migration from the countryside to the city is the most immediate and spontaneous, and tends to pose further pressure on already stressed centres, simultaneously weakening the economic and social fabric of the provinces, and generating a leverage effect, whereby a consequence (movement to the cities) becomes its cause: the more people leave the countryside, the less attractive it becomes. In turn, pressure on big cities generates wide-range movement towards other destinations, also outside the national or continental borders.

[5] This refers to the average number of children born to each woman of childbearing age (15-49 years).
[6] See DeAgostini portal: http://www.deagostinigeografia.it/wing/confmondo/confronti.jsp
[7] See EUROSTAT: https://ec.europa.eu/eurostat/databrowser/view/tps00002/default/table?lang=en
[8] According to a study curated by the Universities of North Carolina and Georgia (USA).

Climate change

These changes – demographic change and urbanization – also damage the environment. In fact, an increasingly urbanized and industrialized world population exponentially increases pressure on the environment, with huge amounts of fossil fuels (coal, oil, natural gas) extracted and consumed, water and soil reserves eroded and polluted along with the air. The increase in human activities that cause greenhouse gas emissions generates a further leverage effect; a vicious circle that leads to global warming and to the emission of other greenhouse gases, permanently trapped in the permafrost (the layer of permanently frozen soil) and in the trees of the great forests (Siberian and Amazonian) constantly attacked by human activities and wild fires. Pressure on the environment, in turn, has an impact on human life, forcing millions of people to move. Climate changes have made some crops unsuitable for certain latitudes, and the phenomena of soil erosion, pollution and flooding lands have made some places completely unliveable. The situation of water isn't any better: soon, part of the Pacific islands could disappear below the sea level9. The lack of control of fresh water has made some areas at permanent risk of flooding and submersion; desertification and poor management of fresh water, with excessive withdrawals, have limited the possibility of land and water exploitation in large areas (Lake Aral, Lake Chad), condemning farmers and fishermen to starvation and generating knock-on movements to safer areas. Lastly, nuclear incidents have resulted in at least two 'exclusion areas' (in Ukraine and Japan), forcing thousands of people to be displaced.

Inequalities

Another aspect to be considered is the huge economic inequality in different countries: between Luxembourg and Somalia, there is a difference in gross domestic product (GDP) per capita (amount of wealth generated per inhabitant per year) of about 1,130 times: a Luxembourg citizen has, in fact, a GDP per capita of USD 113,000, compared to that of a Somali citizen of only USD 100. There is no doubt that such economic differences generate devastating knock-on effects: poor countries are forced into debt while, at the same time, being deprived of their natural resources. The great political and economic expansion of China in many areas of the African continent is only the most recent example of what can be defined as neo-colonialism: the development of some African and European countries with foreign engineers, skills and capitals has resulted in great debts in many of these countries, which have been forced to give up on important natural resources, including timber and fishing areas, to cover these debts, altering the ecological and soil balance, and jeopardizing the livelihood of their

9 Watch The Last Generation, an interactive documentary on Marshall Islands, which are at risk of being submerged, https://www.pbs.org/wgbh/frontline/interactive/the-last-generation/

own populations or putting their financial stability at risk (see the cases of Sierra Leone10[10] and Montenegro[11]) and their democratization process.

Wars

Last but not least, we must consider wars. Even in this context of reduction of available natural resources, due to both economic spoliation and environmental changes, wars have continued to rage constantly in recent history, leaving some areas in a never-ending state of insecurity, destruction of the territory and political instability. The appearance of ISIS in the Syrian-Iraqi desert, and Boko Haram around the Lake Chad area – territories under severe water stress as a result of over-exploitation of fresh water and between countries in severe economic and social crisis – are two examples of how conflicts are both a cause and a consequence of deprivation and instability in already democratically fragile realities. The presence of dictatorships and authoritarian regimes in various Asian and African countries often goes hand in hand with indiscriminate exploitation of resources and predatory attitudes by multinational companies.

To sum up, it should be noted that the most unstable or authoritarian countries often face the most serious humanitarian crises: Lebanon, Libya, Bosnia and Herzegovina, Niger, Mexico, Colombia are very fragile and unstable countries even though they welcome many migrants and refugees from neighbouring countries.

Finally, as we are getting ready to print this text, tragic events are taking place in Afghanistan, twenty years after the beginning of NATO's intervention, forcing thousands of people to flee.

In this global and complex context, it is appropriate to consider the phenomena of migration.

Online resource: Framing the phenomenon. Sources and insights
https://drive.google.com/file/d/1VLYT6z5vvowjDI5tTJl1TE8roop7Bi4U/view?usp=sharing

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[10] On Sierra Leone, see: https://www.theguardian.com/environment/2021/may/17/sierra-leone-sells-rainforest-for-chinese-fishmeal-plant
[11] On Montenegro, see: https://video.repubblica.it/mondo/montenegro-la-monumentale-autostrada-cinese-rischia-di-far-fallire-lo-stato-balcanico/388033/388756

ACTIVITY 1

Let's plan a trip

Objective
❚ interactively introduce students to the topic of migration, starting from a personal experience;

❚ raise awareness of the time-space coordinates of the phenomenon of migration and human displacement in general

Material
❚ a computer or a smartphone

❚ pen and paper

Duration
❚ 30 minutes

Description
For the time being, we will not address legal issues (presented later on in the toolkit) but only 'logistics'. Imagine you are citizens from different countries, each one has a basic budget similar to one year of GDP per capita in your country (see below in this paragraph), and you take a trip as far away as possible, preferably to a different continent. First do it freely, then try to change some factors, introducing restrictions that will always bring you closer to migrants as you go deeper into the toolkit: no airplanes – you can only travel by land and sea – no trains or buses, no international routes, reduce the budget, introduce forced breaks in some countries, etc. How does it feel to be a traveller starting from a poor country? What solutions can you imagine to continue your journey if you were to run out of money?

To plan your trip: www.rome2rio.com/ **QR 1**;

To plan it at the time of the Roman Empire: https://orbis.stanford.edu/ **QR 2**

QR 1

QR 2

Quantifying the phenomenon

How many migrants are there in the world? Quantifying migration is an activity that poses some risks but also provides several benefits. On the one hand, the risk is that of missing, under the weight of figures and graphs, individual stories and biographies and, in the end, all of the person's dignity. On the other hand, turning to science, objectivity and rationality is the best way to address even the most complex issues without fear. Fear, in fact, in the field of migration, is too often used to justify and explain any political and management decision, including the most inhumane. In the name of fear and emergency, the European Union has too often betrayed its most authentic ideals to agree with dictators to keep the 'waves' of refugees and migrants outside its borders. The terms taken from journalism or of general use such as 'waves', 'masses', 'invasion' etc. simply erase the personal and individual dimension belonging to every human, highlighting the number, often not contextualized, to the detriment of the individual, thus fuelling fear and disorientation, becoming a way to control the public opinion.

In order to correctly frame the available data on migration, it is necessary to start from the general to the detail, in line with the perspective outlined in the previous chapter: only by relating to the global scale we can understand local phenomena, and vice versa.

Population distribution

Let's start with the world population and how it is spread across the continents. ourworldindata.org is an excellent website for an in-depth study on the subject. Here, data from the world's most important institutions – mainly the United Nations and World Bank – are collected and analysed.

The world population is approaching 8 billion people. Of these, the number of migrants, known as '*international migrant stock*', corresponds to the number of people born in a country other than the one they live in. This number includes refugees and asylum seekers. In 2020 this number was the highest ever, equalling about 280 million people. Data, as alrea-

280 million migrants out of a population of 7.8 billion people: 1 in 30 people.

Incidence of migrants among the global population (2020); source: IOM based on UNDESA data.
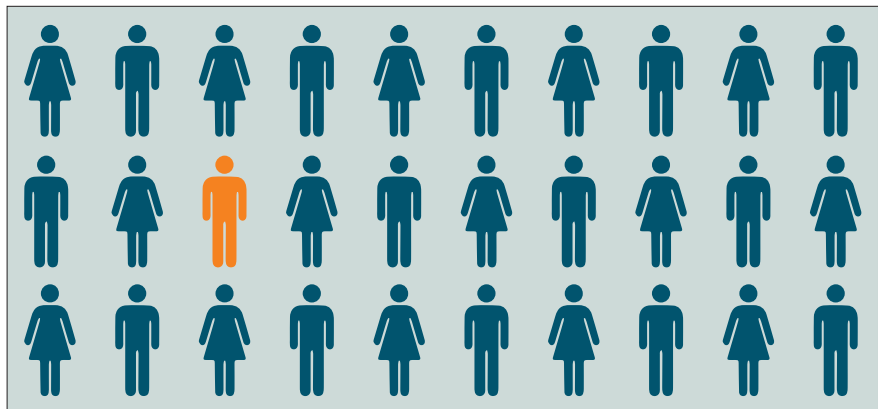
dy mentioned, should never be considered only in itself. It is necessary to compare this figure with that of the world population in order to have a more precise and contextualized idea of what these numbers mean. 280 million people out of about 7.8 billion means that about 3.6% of the world population are migrants. This is the global figure. However, at this point, we must ask ourselves which are the main countries of origin of migrants and which are the main countries of reception since, if 3.6% is the global figure, it means there are still important national and regional differences.

Migrant distribution

In the world, the European continent has the highest absolute number of migrants (about 86 million, out of a total population of about 700 million). Asia is not that far away, yet it hosts a very similar number of migrants with a total population largely exceeding that of Europe, while the United States is the single country with the highest number of migrants in its national territory (more than 50 million migrants, out of a population of almost 328 million). Looking at the percentage of migrants in the population, excluding small island countries and city-states, where movements of small groups can have a significant impact on statistics, some Arab countries present the highest percentage: over 70% in Kuwait, Qatar and the Emirates, while among Western countries Australia has the highest percentage, accounting for over 30%. In the European continent, the highest relative value is that of Switzerland (approximately 28%). The main continent of origin is Asia, followed by Europe and Africa. The main countries of origin are India (more than 17 million migrants), Mexico, Russia and

Percentage of migrant population of the total resident population (2015); source: OurWorldInData based on UNDESA data.
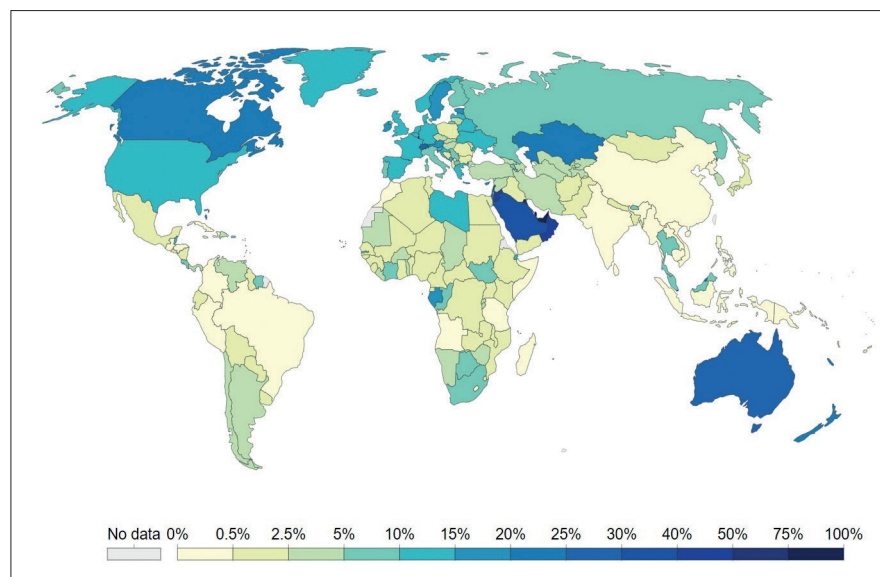
China (all three countries with more than 10 million migrants each), which are also some of the most populous countries in the world. Syria (about 8.5 million migrants) has a significantly lower population than the countries mentioned, and ranks fourth due to the very long ongoing conflict.

Net migration
In order to keep track of migration trends, in addition to comparing absolute data with the total populations involved, it is also appropriate to calculate the net migration, term indicating the difference between the overall number of immigrants into and emigrants from a given territory and time frame. For example, Italy has reached a positive net migration (i.e. immigrants have outnumbered emigrants) only since the 1970s, and consistently since the 1990s. Before that, Italy was a country of strong emigration. In 2020 the Italian net migration equalled a little less than 80,000 units. As for refugees (see *below* the section on *International protection*), by the end of 2020 there were 26.4 million refugees in the world, and 4.1 million were asylum seekers. Instead, there are many other people who have been forced to flee their homes, but who have remained within the borders of their country of origin. These cases are referred to as *internally displaced persons*, and by the end of 2020 they amounted to 48 million.
Although the number of refugees and asylum seekers is very low compared to the world population, 86% are taken in by developing countries, while wealthier countries have taken in a small percentage. The top countries receiving the largest number of refugees and asylum seekers include Turkey (3.7 million), Pakistan and Uganda (1.4 million), Germany (1.2 million), Sudan (1 million), Lebanon and Bangladesh (0.9 million). Colombia, on the other hand, has welcomed 1.7 million Venezuelans who were forced to flee their country. On the European continent, the number of refugees at the end of 2020 was 6,777,200, or rather 0.6% of the total population.

What does it mean to be an illegal migrant?
Let's look at the most striking aspect of modern migration: the so-called 'irregular' arrivals which, compared to the overall number of migrations, represent only a small percentage of the total. Constant monitoring is carried out by the United Nations High Commissioner for Refugees (UNHCR) of the various maritime borders affected by the phenomenon. The Mediterranean basically includes three regions: the Eastern Mediterranean and the Aegean, the Central Mediterranean, and the Western Mediterranean which also includes the Atlantic route between Morocco and the Canary Islands. Such monitoring has been active since 2015; October 2020 was recorded as the month with the highest number of people arriving by sea, accounting for 222,800 arrivals. On average, however, figures are much lower, and in recent years, monthly

figures have never exceeded, in the months of maximum flow, 20,000 ar-rivals by sea. The Italian Ministry of Internal Affairs publishes data on the country on a daily basis.

Finally, data on deaths during land and sea crossings are also available. The International Organization for Migration (IOM) keeps a constantly updated record. Unfortunately, for several years, the central Mediterrane-an has been by far the deadliest border in the world: from 2014 to date, there have been more than 10,000 confirmed deaths in the waters of the central Mediterranean alone. The death rate during the crossing over in 2021 is estimated at around 1.3%; this means that more than one person in every hundred of those attempting the crossing died at sea.

Civil society organizations estimate that the security forces of the so-called 'Fortress Europe' resulted in more than 30,000 deaths since 1993, when the monitoring began. A very small number of people – who could certainly have been welcomed – if we compare it to a continent of 700 million inha-bitants; a huge number if we consider the value of every single human life.

Migrant deaths recorded in the Mediterranean in 2021.

Source: IOM, Missing Migrants Project, cited on September 1st, 2021.
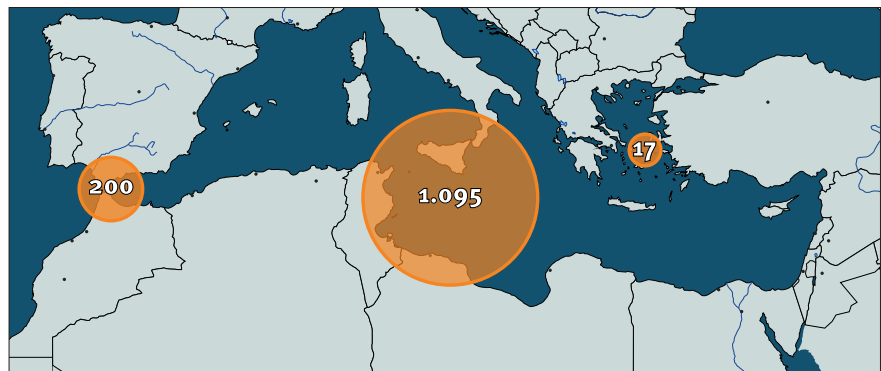
ACTIVITY 2

From global to local

Objective
❚ interactively introduce students to the topic of migration,
  starting from a personal experience;
❚ raise awareness of statistical and computational tools to understand
  the phenomenon of migration;

Material
❚ a computer
❚ pen and paper

Duration
❚ 30 minutes

Description
How many migrants are there in this classroom?
How many migrants are there in our family or in our circle of friends
or acquaintances (sports teams, groups outside school, etc.)?
How many have moved outside their country of birth, how many outside their region,
province, city, or any other territorial or administrative unit of interest?
In the classroom, you can collect such information along the lines of what we have seen,
among the sources, for UN data; dividing them by gender, age groups, places of origin,
places of destination. You will then be able to obtain statistics and compare them
to global, national or regional data and understand to what extent we are migrants.

Edirne, border line
between Turkey
and Greece.

People attempting
to enter Europe
through the Pazarkule
border crossing
point in the province
of Edirne, Turkey.
They are mostly
Afghans, Syrians,
and Iraqis.

Ph: Jacob Ehrbahn

Why do people migrate?

ll of the factors identified in the previous chapter can act simultaneously, at different levels of intensity. The stories and lives of past and present migrants carry along this stratification of reasons, desires, ambitions, simple self-preservation instinct and dreams.

Below, in separate fact sheets, these factors are analysed individually. But always remember that they act based on their interaction in the global and complex horizon mentioned above.

Online research material #01 / #06 - Why do people migrate? Fact sheets

Online research material **#01** – Why do people migrate? Conflicts
https://drive.google.com/file/d/1JEuYyMZ_8HwoTpCglqmeKNedGbioA_6s/view?usp=sharing

Online research material **#02** – Why do people migrate? The environment
https://drive.google.com/file/d/19OQzUGwwloaZcNXpxuxrtt-WBV9TxSgz/view?usp=sharing

Online research material **#03** – Why do people migrate? The economy
https://drive.google.com/file/d/1rn7pg5MqARhMbGnP4PFR7TjPGqFraIUG/view?usp=sharing

Online research material **#04** – Why do people migrate? Society
https://drive.google.com/file/d/1yLitvbgmMCChHJovk9uQOyhDf1b98WsC/view?usp=sharing

Online research material **#05** – Why do people migrate? Freedom and Democracy
https://drive.google.com/file/d/1BR3JzQrZgbibO7louMDVa6hBb3KcLaAe/view?usp=sharing

Online research material **#06** – Why do people migrate? Migrating to get to know oneself and the world https://drive.google.com/file/d/1rs_Jl2GTqMdLmbG_FLNm9Nzx7Dslj78I/view?usp=sharing

#01   **#02**   **#03**   **#04**

#05   **#06**

ACTIVITY 3

Snapshots: people, behind the phenomena – Part I

We have read some general information on the factors that push people to migrate, the journey and the borders. When we talk about migration, it is always worth remembering that in real life we are always dealing with people and never with phenomena. People have their own stories and an identity that must be respected and can only be partially defined by labels and definitions. A migrant will never be 'only' a migrant, but will always be a well-rounded person, with dreams and ambitions, fears and concerns, strengths and weaknesses.
In order to better understand this concept, we suggest a two-step activity where students are invited to outline the profile of a migrants and then write a travel diary.

Objective
- Analyse migration from a personal and narrative point of view;
- Acquire the basic skills needed to gather information about the migrants' countries of origin;
- Translate abstract concepts of migration into personal and real content;

Material
- Pen and paper.
- Profile sheet (attached).
- Country of origin sheet (attached).
- Maps.

Duration
- 2 hours.

Description
- Form working groups, one for each profile-person you want to create, made up of about three students each.

- Each working group should have the two sheets attached: the profile sheet and the country sheet.

- The working groups should create one profile per group, as realistic as possible, of migrants, being careful to fill in each item on the profile sheet, allowing oneself to be guided by their imagination and using the indicated materials and sources.

■ The teacher can leave more or less freedom – depending on the time available – in filling in the sheets (for example, they can suggest selected countries of origin, or specific population groups).

■ Once the profile sheet is complete, you will move on to the country sheet. For the country of origin identified in the profile, a brief research should be carried out on the reasons behind migration from that country, based on the elements identified in the sheet.

Attachments
■ Profile sheet

Name	Gender Sexual orientation Sexual identity	Religion	Country of origin	Age	Other personal factors (level of education, disability, skills, etc.)

■ Country sheet

Country	Continent	Ongoing conflicts	Environmental issues	Economic situation	Social aspects	Level of civil and political freedom

Rescue operation
at sea by the Italian
Coast Guard
in Lampedusa, Italy.

Ph: Comitato 3
Ottobre

Moving

The journey of most of the world migrants – we can estimate the number of people crossing a national border annually at more than one billion – takes place under a 'regular' mobility regime, i.e. a system that, through passports, visas or other documents, allows foreigners to cross national borders normally at ports, international airports, land border crossing points. In our everyday lives, if we are lucky enough to live in a Schengen member state, we can cross national borders without even noticing and without having to present any documents to border officials. While many of us can cross borders daily (in the EU the number of cross-border workers between different EU countries is estimated at two billion), for the many people fleeing from wars, adverse environmental conditions and anything else mentioned in the previous chapter, the only way to cross one or more borders in search of salvation and a future is to do so 'irregularly'. On the other hand, there are cases of regular border crossings (for example, with a tourist visa), but with stays in the territory that exceed the agreed period, thus becoming irregular (this is the case of the so-called 'overstayers').

The journey

Irregular vs clandestine

It should be noted that the concept of 'irregular' applies here to "those cases in which the crossing of a state border [...] takes place without the required authorizations or documentation [...], or takes place outside officially recognized and authorized border crossing points."[12]
We prefer not to use the word 'illegal' since the concept is too variable, and changes according to the time and countries of interest.
The word 'clandestine', although commonly used in the press and in the legal language, is never applicable to a person as it is offensive and severely stigmatizing. Moreover, the term is not even correct from a legal point of view as, at the most, we could talk about 'clandestine immigration', but never 'clandestine people"[13].

Different freedoms of movement

Before starting the actual journey, it is important to once again remember that "the lack of access to safe means of transportation does not result [...] from economic or infrastructural barriers but is purely related to a legal condition"[14] which means that irregular migration occurs because, within the context outlined above, there is no other way. The above-mentioned regular mobility regime does not equally include all people and countries; there are, in fact, different freedoms of movement. Passports – for those

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[12] L. Ciabarri, *L'imbroglio mediterraneo*, Cortina, Milan, 2020.
[13] See the "Rome Charter" guidelines on the term 'clandestine'*:*
https://www.unhcr.org/it/risorse/carta-di-roma/
[14] L. Ciabarri, *L'imbroglio mediterraneo*, Cortina, Milan, 2020.
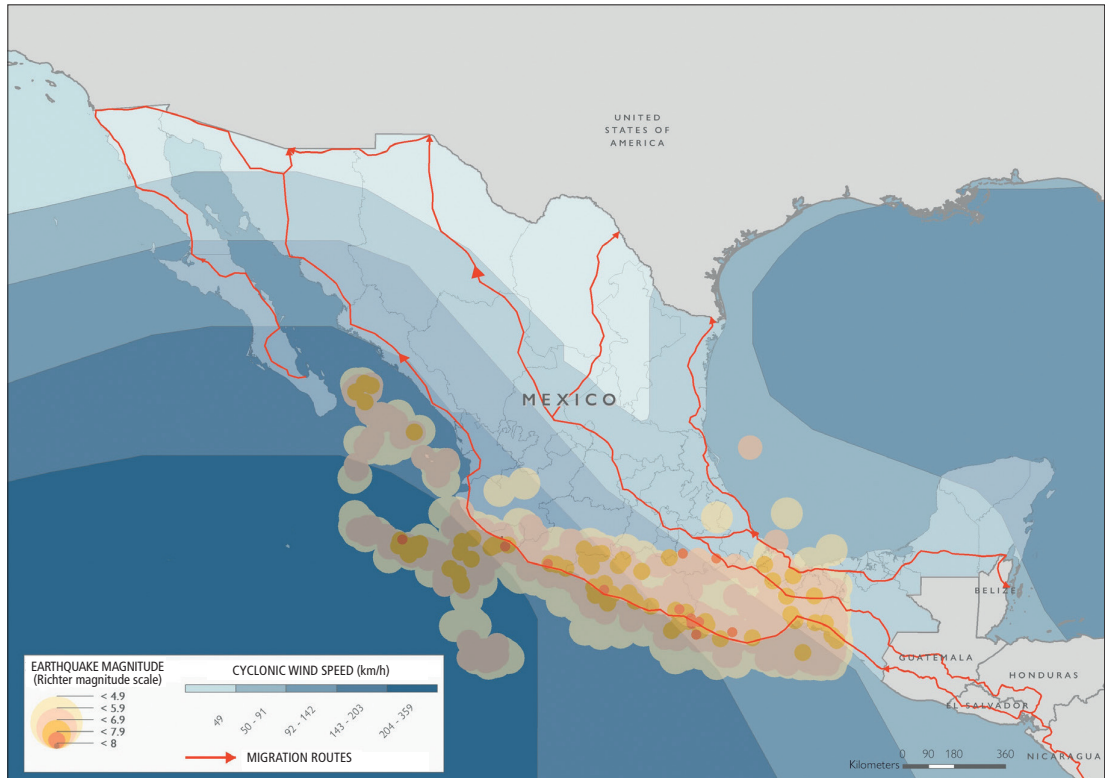
EARTHQUAKE MAGNITUDE
(Richter magnitude scale)
< 4.9
< 5.9
< 6.9
< 7.9
< 8

CYCLONIC WIND SPEED (km/h)
49   50 - 91   92 - 142   143 - 203   204 - 359

MIGRATION ROUTES

Kilometers 0   90   180   360

who have access to them – are not all equally valid and, after getting a passport, it may not be easy to get a visa. The lack or non-issuance of 'humanitarian' visas in particular, exposes and forces people fleeing conflicts or persecution to undertake long and dangerous journeys and to cross borders irregularly. These legal differences reduce or remove regular travel options for millions of people.

The cost of the journey

People who move and their families struggle desperately to find the money needed for the journey. Very often, they accumulate huge debts so that at least one family member can leave. These debts create strong obligations to the family member undertaking the journey: the debt must be paid back as soon as possible. In other cases, the money may only be enough for a first step, and it will be necessary to find a way to get more money during the journey. When preparing the journey, a cost one may incur in is also the documents to be obtained: in some countries with high levels of corruption, even obtaining a passport or a simple birth certificate can result in a financial problem. When fleeing war or extreme events, the preparatory phase may be missing completely.

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In some cases, it may be a forced departure, as a result of buying and selling humans, and migrants are enslaved (this would fall under the category of crime of human trafficking).

Departures can take place, as mentioned, in the most diverse circumstances; they are often forced departures, with emergency evacuations established by some authority, or a chaotic escape of communities hit by extreme events. Oftentimes, the first step is to move, within the same countries of origin, from the suburbs to the centre, from the countryside to the cities, from remote areas to those with better connections, from the most unsafe areas to the safest ones. The next step is to start crossing borders towards the final destination.

The risks of the journey

Crossing a border can be more or less expensive, depending on the risks and obstacles migrants face. 'Traffickers' – although they can be referred to using a more neutral term such as 'passeurs'; in Central America they are significantly called 'coyotes' – ask for different amounts of money to cross borders in different ways. The more controls and barriers there are, the greater the risk and therefore the amount of money required. In some cases, the barriers to be crossed are purely physical, such as deserts, or physical and political at the same time, such as mountains or militarized rivers. The journey to the European Union can bring along many risks: deserts, marauding gangs, means of transport failure and accidents, dangerous fords, hostile police and armies, extreme cold and heat, traffickers themselves. The most dangerous place during the migrants' journeys, and at the same time the symbolic place epitomizing the reality and contradictions migration carries with it, is the border.

Online resource: The journey. Sources and insights
https://drive.google.com/file/d/1w_Uk6IfIZ_alZt4aNM3m90-2GJ5GmFd6/view?usp=sharing
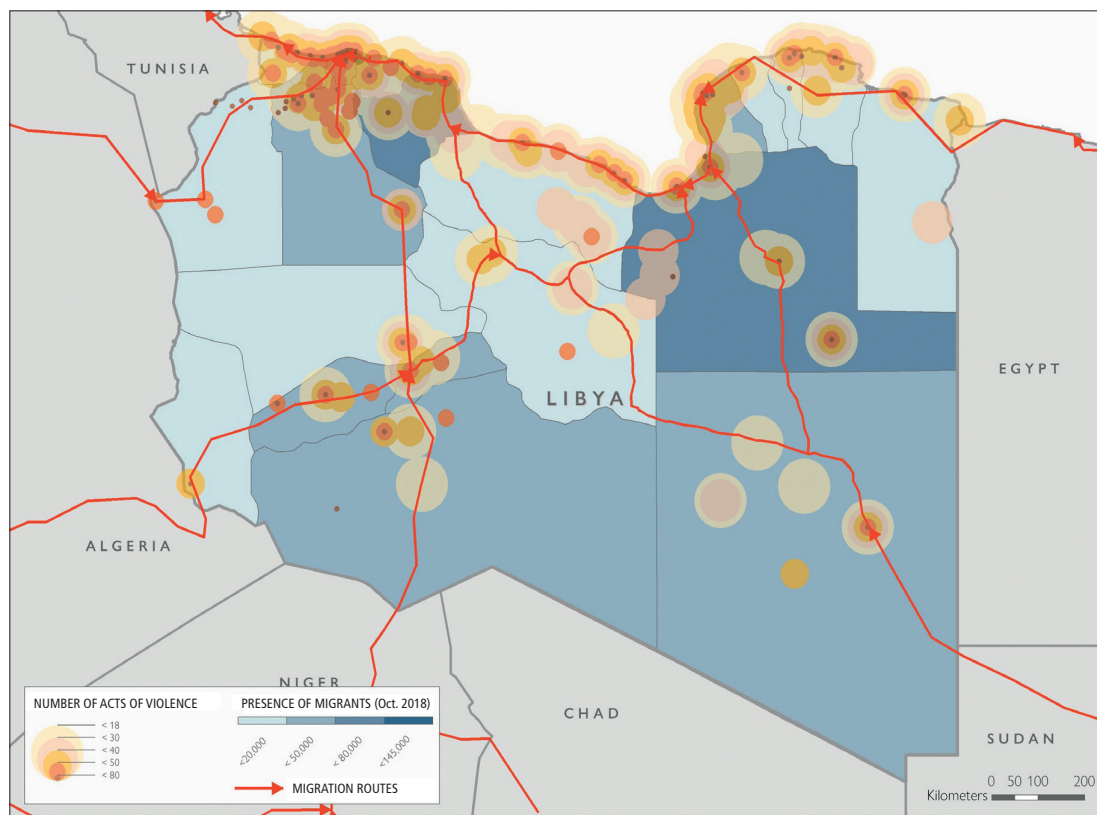
**The risks of the journey (II):
migrant routes
in Libya, cross-referenced
with incidence of migrant
presence and incidence of
documented acts
of violence; source: IOM.**

The border

Gateway to Europe, on the occasion of the Day of Remembrance and Reception of the Victims of Immigration Lampedusa, Italy.

Ph: Comitato 3 Ottobre

There are many ways to represent the border. In simple terms, the border is just a line which defines an 'in' and an 'out'. The border, however, is also a place where it is possible to be in front of and look at the other to relate to them. In the geopolitical reality[15], borders are primarily boundaries that delimit the sovereignty of states. In order to better understand the dynamics involved in this line and its crossing, it is necessary to broaden our vision and frame as 'border' the whole surrounding area, or better, the areas inside and those outside. On the border of the European Union, some areas are still seen as the the paradigm of borders: the Mediterranean Sea and some states, including Libya, Morocco, Bosnia and Herzegovina, and Turkey. These states serve as border area for the EU. With regard to Libya and Turkey, there are agreements in place whereby the task of stopping migrants is explicitly requested (by Italy for Libya, and by the EU for Turkey) based on economic agreements. For other countries, such as Bosnia and Herzegovina, there are no agreements whatsoever, but the closure of the Croatian border and the knock-on refoulement of migrants make it *de facto* a state-camp, like the other two mentioned. In fact, migrants who are stranded or refouled at the borders are received inmakeshift camps, that

15 See, on the concept of geopolitics, the entry in the Treccani, https://www.treccani.it/enciclopedia/geopolitica/

in the case of Libya and Turkey become real prison camps, where the most basic rights are not respected. The practices of indiscriminate and collective refoulement at the borders are not legal: the rule of *non-refoulement* is in force, which prohibits the refoulement of persons seeking asylum (see *below* the section on *International protection*). In fact, their situations must be analysed individually.

The border: the lines dividing the European continent, the Mediterranean Sea and the rest of the World; by Leonardo Moretti.
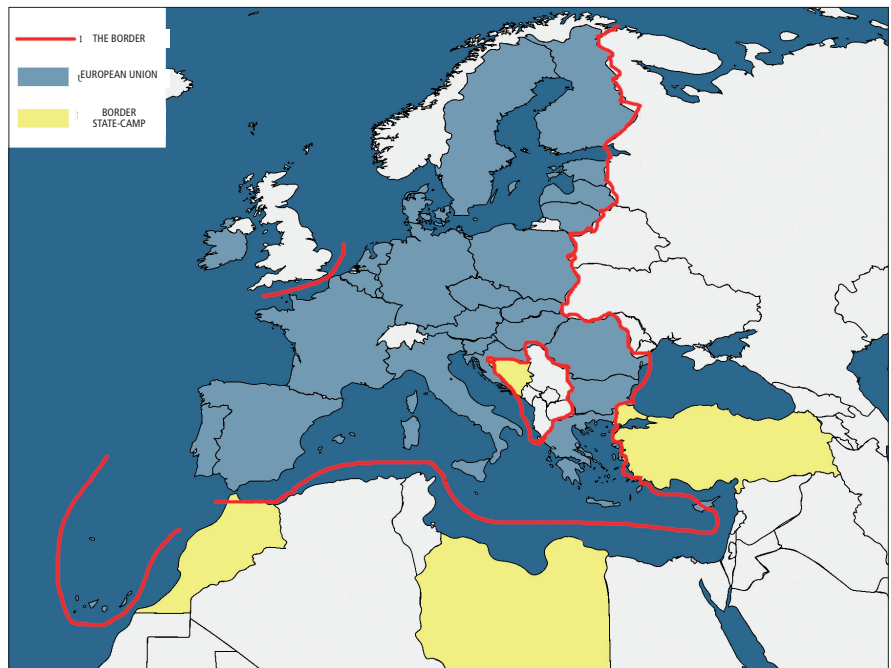
Online research material #07: The border. The situation at the border
https://drive.google.com/file/d/1w_Uk6lfIZ_alZt4aNM3m9o-2GJ5GmFd6/view?usp=sharing

Online resources: The border. Sources and insights
https://drive.google.com/file/d/1gDlc_sqZPmgLoRW4mM4WabLF6SbYlYod/view?usp=sharing

ACTIVITY 4

Snapshots: people, behind the phenomena – Part II

Objective
❚ Analyse migration from a personal and narrative point of view;

❚ Acquire the basic skills needed to gather information about the migrants' countries of origin;

❚ Translate abstract concepts of migration into personal and real content.

Material
❚ Pen and paper.

❚ Profile sheet (attached).

❚ Interactive map (attached).

Duration
❚ 2 hours.

Description
❚ Form the same working groups as in Part 1 of the activity; everyone should have the previously created sheets and the travel sheet, along with a map.

❚ Based on profile and country sheets, the travel sheet shall be created, keeping consistency between the three sheets.

❚ Here, students shall indicate the time of the trip (for example, it may be interesting to move from the present to the 1930s or the 1990s), the reason for the trip (deduced from the sum of the factors identified in the country sheet, together with the personal aspects indicated on the profile sheet) and, with the help of the map, they shall imagine the stages of the trip, their duration and the means of transport used. The last entry is dedicated to the dangers faced along the journey. It may be useful to include a set of images to attach to the sheet, as well as a map marking the imagined route.

❚ The groups return to the plenary session and share the content of the sheets created: the profile sheet, the country sheet, and the travel sheet.

❚ It is useful to make a remark about what the groups produced at the profile level: how many men, how many women? How many young people, how many children, how many elderly? From which continents? Of what religions? Etc.

❚ It is also worth noting how the journeys unfolded and ended: how many were successful? who experienced violence?

Author's note: you will realize that migrations, which place us one in front of the other, are a mirror of what we imagine and perceive, and how research and empathy can provide us with the keys to true knowledge beyond the prejudices and biased stories fuelled by the media.

Attachment
▮ Travel sheet (it is advisable to also use a map and pictures, if necessary).

Time	Reason	Country of origin and country of arrival	Stages (departure - arrival and time taken)	Transportation	Danger faced

Interactive map: Stories of migrants on the road
https://www.google.com/maps/d/viewer?hl=en&mid=1QD-tSIJt51u1aOfX7SjVqWERMWCuaqse&ll=6.571518660271061%2C0&z=2

Portrait of a woman in the Malian refugee camp in Tabareybarey, Niger.

Ph: Alessandro Penso

ACTIVITY 5

Travel logbook

Objective
❚ Enable empathy and imagination as a means of knowledge;

❚ Gain awareness of the personal and narrative dimensions of migration;

❚ Promote listening and emotional exchange as tools for intercultural communication with migrants.

Material
❚ Pen and paper.

Duration
❚ 2 hours.

Description
❚ Individually, each student is invited to imagine and write a travel logbook of a migrant identified through the profile and travel sheets created in the previous activity (not necessarily of the same one created in the group work, a student may also be interested in another profile and travel sheet).

❚ The travel logbook should be written in the first person and should be inclusive, not only in terms of the actual journey, but also of the moment following the arrival in the final country: one can imagine writing years after the journey.

❚ In addition to the objective aspects outlined in the sheets, it is important for students to imagine the migrants' dreams, ambitions, fears, and other feelings at different stages of the journey.

❚ At the end of the time for writing, students will share their story with the class, by reading it or having it read.

❚ This moment should be followed by a 'debriefing' process in which students share the feelings they experienced while writing and imagining the story, and sharing it with others. What feelings did you experience? Sadness or joy? Sense of accomplishment or failure? How did your story end? Why did you decide to end it like this?

International protection

Refugees according to the Geneva Convention

When it comes to international protection and refugees, the main and most important document to consider is the **1951 Geneva Convention on the status of refugee**, ratified by all European states. This Convention was conceived and written after the persecutions and violence of World War II. In fact, at the time of the adoption of the Convention, refugees and asylum seekers were mainly Europeans who had fled – many to the Americas – following the persecutions suffered or feared under Nazi-Fascism.

The Convention (and subsequently the 1967 Protocol), defines as a **refugee** anyone who, owing to a "*well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country*"[16]. Although this is a brief definition, it includes many important and complex elements that need to be analysed individually.

A refugee, first of all, is a person who has a '*justified fear*', i.e. a feeling of fear that is reflected in objective facts and data, of suffering persecution of a personal nature.

Persecution does not only refer to an act of physical or psychological violence, but also laws, provisions, legal actions and criminal sanctions issued specifically to discriminate

Woman with child pictured in Europe's largest refugee camp, located on the island of Lesbos, Greece.

Ph: Comitato 3 Ottobre

and disproportionately target certain persons or groups of people.

[16] The definition of refugee also applies to **stateless persons**, that is, persons who for various reasons are not citizens of any state.
In this case the notion of the Convention refers to the '*country of domicile*'.

Persecution, as already mentioned, is personal in nature because it arises from and is motivated by a person's characteristics:

(a) *race*, understood in a broad sense and including all origins and ethnic groups. In these cases, a person may be persecuted because, for example, one belongs to a minority or different ethnic group;

(b) *religion*, including the right to profess a particular religion, to change one's religion, but also to decide not to profess any religion. In these cases, a person may be persecuted because one wants to profess a religion prohibited by a state, wants to change religion or decides not to profess any religion in a strongly religious family, community or state;

(c) *citizenship*, including attitude and behaviour against, for example, a national or language minority;

(d) *political opinion*, referring to holding a political opinion, thought or belief, but also to actions, activities and the decision to belong to and be part of a group or organization that shares those political opinions;

(e) *social group*, referring to a group of people who share an innate characteristic or common history, sexual orientation, gender, including gender identity.

For a person to be recognized as a refugee, therefore, it is necessary for the persecution to be motivated by one of the five characteristics listed in the Geneva Convention. However, it is important to specify that, on the contrary, it is not necessary for the persecuted person to actually have the characteristics that cause hostile behaviour, but it is sufficient for these characteristics to be attributed to that person by the *author of the persecution*. Moreover, the authors of persecution may be the state, through its apparatus, agents or officials, parties and organizations controlling it; but they can also be non-state actors, such as individual citizens or groups of people, organizations, society or part of it, operating in a state that is unable to protect the persecuted person. A final and important element highlighted by the Geneva Convention is the *unwillingness* and/or *inability* to avail oneself of the protection from persecution from one's own state. In the first case, the person does not want to turn to their own state because, as is often the case, it is the state that carries out the acts of persecution; in the second case, however, the inability to seek protection from one's own state stems from circumstances beyond the person's control, such as a state of war in the country or a civil war that prevents the authorities from adequately protecting people.

Subsidiary protection

Over the years, due to the multiplication of events that have negatively affected human rights in various parts of the world – such as the emergence of new dictatorial regimes, the outbreak of new conflicts and civil wars, violence following actions aimed at obtaining the independence of countries that are still colonies of other states – the need to extend the protection offered by the 1951 Geneva Convention has emerged.

For these reasons, as previously done by the OAU, Organisation of African Unity (see online research material), and Central America, Mexico and Panama with the Cartagena Convention (see online research material), in 2004 the Council of the European Union issued **Directive 2004/83/CE** on *minimum standards for the qualification and status of refugees or persons who otherwise need international protection.*
The European Union, precisely because of the need to provide protection for reasons other than refugee status, decided to add to it another type of protection called **subsidiary protection**.
According to the EU Directive, a person eligible for subsidiary protection is a "*third country national or a stateless person who does not qualify as a refugee but in respect of whom substantial grounds have been shown for believing that the person concerned, if returned to their country of origin, or in the case of a stateless person, to their country of former habitual residence, would face a real risk of suffering serious harm (...), and is unable, or, owing to such risk, unwilling to avail themselves of the protection of that country.*"
In other words, if a person who does not qualify as a refugee faces a real risk of suffering serious harm to their own life upon return to their home country, they will be eligible for subsidiary protection.

The Directive itself indicates what is to be understood by *serious harm*, considering it as such:

1. death penalty or execution;

2. torture or inhuman or degrading treatment or punishment;

3. serious and individual threat to a civilian's life or person by reason of indiscriminate violence in situations of international or internal armed conflict.
In addition to including among the grounds for subsidiary protection the risk of death penalty or execution, the opposition to which is an element and founding principle of the European Union itself, the Directive introduces two other novelties.
First of all, protection for those who in their home country face a real risk of being subject to *torture or inhuman or degrading treatment*, to be considered as acts by which acute pain or suffering, whether physical or psychological, is inflicted on a person, or which humiliate or belittle an individual, revealing a lack of respect for their dignity (think for example of

the detention conditions in many prisons around the world, or acts of violence and retaliation against a person for reasons not related to refugee status).

Finally, as is the case of other Conventions and Declarations, the European Union also recognizes the protection of people fleeing from countries affected by wars and conflicts, whether these are international or internal; the decisive factor is the rise of a high level of violence that indiscriminately affects any person present in the country.

Precisely because of the 2004 Directive, which is mandatory for all states of the European Union, in our continent international protection refers to both refugee status and subsidiary protection.

Online research material #08:
The OAU Convention (Organisation of African Unity) and the Cartagena Declaration.
https://drive.google.com/file/d/1cwvhj1-4IPsXg35XWrsEoq7FQRMPpRY-/view?usp=sharing

National protection

The states of the European Union, in addition to the forms of international protection, have the faculty and the power to extend and, in any case, to introduce on their territory other forms of protection, national and humanitarian, with the aim of protecting those situations of vulnerability or danger to life that are excluded from the former.

Such a choice was made by countries, e.g. Germany with a residence permit for 'prohibition of expulsion' (*nationales Abschiebeverbot*), Spain with a residence permit for humanitarian reasons (*autorización por razones humanitarias*), the UK with *discretionary leave*, or Italy with the recognition of 'special' protection.

Online research material #09: "Special" protection in Italy
https://drive.google.com/file/d/1qWOIgrkWZiMCQsiAzb7HDufD3Jnm4294/view?usp=sharing

Visas and humanitarian corridors

But how does a person who is a victim of personal persecution, who risks one's life because of a conflict and, therefore, falls within one of the cases envisaged for the recognition of international protection, exercise this right? How can these people escape from their own country and seek protection in another country?

As in most cases, people fleeing persecution, war, human rights violations, in order to reach the EU and apply for international protection, are forced to undertake long, expensive, dangerous journeys by land or sea, relying on traffickers and suffering violence and abuse, and finally enter our continent illegally.

Arriving and entering the EU legally, in fact, means being authorized by a state to do so and, therefore, having an entry visa.

Although this is stipulated by European law, states are under no obligation to provide and issue humanitarian visas to enable people to leave safely and legally and exercise their right to apply for international protection.

There are only a few examples of **visas and humanitarian corridors**, thanks to UNHCR, the United Nations High Commissioner for Refugees, or to initiatives by civil society and associations and institutions, such as in Italy thanks to the Federation of Evangelical Churches (FCEI) and the Community of Sant'Egidio, which have enabled the legal entry of dozens of asylum seekers and refugees.

However, the general absence of visas and humanitarian corridors forces people to rely on human traffickers on a daily basis and enter the EU illegally, risking their lives.

Applying for international protection

When entering the European Union, a person can exercise the right to apply for international protection at the border or at any police station.

After formalizing the application for protection, the person acquires the status of asylum seeker and is called for an **interview** by the competent authority for the assessment of such application.

The interview is the central and most important moment for those applying for international protection, under several aspects (see *Activity: Applying for international protection*).

First of all, applicants have to share their story and answer questions about the aspects and reasons that forced them to leave their country of origin. Therefore, applicants have to relive painful and difficult moments of their lives – abandonment of family affections, persecution, violence and abuse suffered before leaving and during the journey. This has to be shared with people they do not know and see for the first time, through the help of an interpreter or cultural mediator. They have to talk about intimate and personal aspects of their lives, such as sexual orientation, and open up and trust the institutions of their host country, which is not always easy as
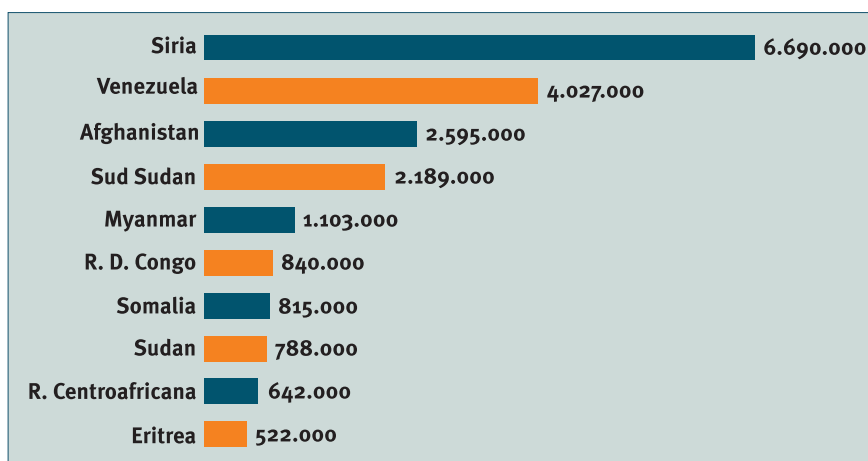
35

they may have been persecuted by representatives and officials of their country of origin.

Moreover, in many cases and for various reasons, such as sudden fleeing, kidnapping or theft during the journey, applicants do not have any documents to submit at the interview as a proof of persecution in the country of origin. Applicants must, therefore, make every effort to be precise, accurate and detailed in every factual and temporal circumstance of their experiences, and thus be considered credible by the examining body.

Finally, there is a further emotional aspect in applicants: the awareness that this interview is extremely important for their lives and their future since, based on the interview and the facts presented, the examining body will assess whether or not to grant them international or national protection.

The interview also has another fundamental value for the country receiving the applicant: only at that moment, and not before, it is possible to understand whether that person is a refugee or not, only by coming into contact and talking with the applicant, listening and accepting their story.

Top ten countries of origin of refugees (end of 2020); source: UNHCR.

Siria	6.690.000
Venezuela	4.027.000
Afghanistan	2.595.000
Sud Sudan	2.189.000
Myanmar	1.103.000
R. D. Congo	840.000
Somalia	815.000
Sudan	788.000
R. Centroafricana	642.000
Eritrea	522.000

Online resources: International protection. Sources and insights
https://drive.google.com/file/d/1QezcIA_nyBqh4PUd9xHwmZwokTA7wXFH/view?usp=sharing

ACTIVITY 6

Learn about international protection

Objective
▎ Analyse and investigate the correct terminology in the field of migrants,
  asylum seekers and refugees;

▎ Analyse and learn about the forms and conditions of international protection;

▎ Develop a critical analysis of the causes of migration;

▎ Start from students' knowledge to reach, through a critical analysis,
  a comparison with objective data and information;

▎ Deconstruct common stereotypes.

Materiale
▎ Preliminary reading of the section *International protection – general information*
  by the teacher and/or facilitator;

▎ Blackboard divided into 5 columns: 1) words; 2) reasons for the journey; 3) rights
  involved; 4) rights to be protected; 5) international protection and protected rights
  (see ANNEX 1).

Duration
▎ 2 hours.

Description
▎ **What words do I know?**
The teacher asks students to list the words they commonly associate with migration.
The list is written in column 1 on the board. Students are then asked to try to give
definition of those words.

▎ **Why do I leave my country?**
The teacher asks students to try to list the reasons why people leave their country
of origin. The teacher stimulates students also by making reference to other migrations
that have occurred throughout history. The reasons identified are written in column 2
on the board.

▎ **Which rights are being violated?**

Students are asked to try to associate to each identified reason for migration one or more
rights they believe are involved and violated. The rights identified are written in column 3
on the board, in line with the relevant reason for migration.

❚ **Which rights should be protected with international protection?**
The teacher asks students to try to give a definition of the concept of international protection. Based on the definition that emerges, students shall identify which rights, listed in column 3, fall under international protection and write them in column 4.
Of course, different stances may emerge on each right among students, to be included in the new column.
Then, the teacher encourages students to give reasons for their decision and asks the others to discuss it together.

❚ **What is international protection?**
At the end of the previous phase, the teacher briefly explains the forms and conditions of international and, possibly, national protection.
Based on the information gathered, students analyse the list of rights in column 3, they choose the ones that fall under the definition of international protection, and write them in column 5. Hence, students compare the last two columns and discuss any differences, the reasons for the exclusion of some rights and the inclusion of others, as well as the possible absence of rights in column 5 compared to those previously identified.

❚ **What can we do?**
Once the concept of international protection, its forms and conditions, and the human rights involved are clear to the students, they go back to column 1 and try to understand if their perception of the topic and of the words identified has changed, what caused that perception and what each of them can do to avoid it and make others avoid it.

Attachments
❚ Table for work on the board.

Words I know	Reasons for the journey	Rights involved	Rights to be protected	International protection and protected rights

ACTIVITY 7   **Applying for international protection**

Objective
▌ Analyse and learn about the forms and conditions of international protection;

▌ Empathize with those involved in the process of international protection;

▌ Be aware of the complexity of people's migration stories.

Material
▌ Read the text *International protection* for those who play the role of the examining body;

▌ Read ANNEX 2 in the link for those who play the role of applicants for international protection.

Duration
▌ 2 hours.

Description
▌ The class is divided into at least four groups. Within each group, one person plays the role of the asylum seeker, while the others play the role of the examining body (the Committee);

▌ *20 minutes*: The Committee reads ANNEX 1 on its own, on the meaning and conditions of international protection, as well as on the types of questions for the interview and the content of the reasons for the decision. Applicants, on the other hand, read and try to memorize the story written in one of the sheets included in ANNEX 2;

▌ *40 minutes*: The Committee interviews applicants, asking questions about their personal details and origin, the reasons for fleeing their country, the journey and the fears and concerns about returning to their country of origin;

▌ *20 minutes*: The Committee makes its decision on the case, which can be positive (i.e. with recognition of one of the forms of protection) or negative.

▌ *40 minutes*: In plenary, applicants briefly present their story and the Committee presents its decision and the reasons for it. Moreover, a debate and exchange is opened on possible different decisions, on the difficulties and emotions of applicants and the Committee during the interview, on the difficulties of the Committee in making the decision.

Online Annexes to Activity 7: Applying for international protection
https://drive.google.com/file/d/1HnY1nYJC2QeromlSND7oWAzq73_3eiYF/view?usp=sharing

Citizenship

Citizenship is a condition of **belonging**; it is a person's relationship with a state.

It is referred to as a legal and social condition, because this belonging leads to the recognition of a number of rights for the individual – civil, political, social and economic rights – and of duties from the individual towards the state.

In other words, therefore, citizenship may be considered a right that 'opens doors' and enables the enjoyment of other rights.

The **rights** recognized can be:

▍ *civil*, which are inviolable, fundamental and inalienable, and guarantee all those individual freedoms that every single person must enjoy;

▍ *political*, which guarantee the participation of individuals in the public and political life of their state. This active participation can take place in different ways, such as the possibility to vote in local or national elections, or to run for institutional positions;

▍ *social and economic*, which guarantee access to a number of protections and services provided by the state or its bodies, whether in terms of assistance, economic aid or welfare.

and economic, which guarantee access to a number of protections and services provided by the state or its bodies, whether in terms of assistance, economic aid or welfare.

Ius sanguinis and ius soli

Each individual state can decide how and why a person becomes a citizen of its territory, what the requirements are, what the procedures are and when citizenship is lost.

At birth, there are two main rules by which a person acquires the citizenship of a state: *ius sanguinis* and *ius soli*. Through the rule of ***ius sanguinis*** (right of blood), a person acquires the citizenship of one or both parents at birth. The name of the rule suggests that the only relevant condition for the acquisition of citizenship is the relationship between parents and children (the relationship of blood). In such cases, for example, a person born in Germany to Spanish parents automatically becomes a Spanish citizen. On the other hand, the rule of ***ius soli*** is different: it refers to the 'soil', the place of birth. In such cases, in fact, regardless of the parents' citizenship, at birth a person automatically acquires the citizenship of the country of birth. A person born in Argentina to French parents automatically becomes an Argentine citizen. In short, therefore, here one can say: a citizen of a state is someone who is born within its territory. Worldwide there is a clear distinction between those who provide for *ius sanguinis* and those who provide for *ius soli*: the first criterion is chosen, for example, by all European countries, whereas the second inalmost all American countries[17].

Although in the EU the general rule for the acquisition of citizenship is *ius sanguinis*, many European countries – about one-third – have also included in their legal system forms of **'non-pure' or 'tempered'** *ius soli* (to differentiate it from that of the United States of America, for example), which are limited and subject to certain requirements by one or both parents.

March to the Gate of Europe on the Day of Remembrance and Reception, 2018. In the foreground, a survivor of the shipwreck on October 3, 2013. Lampedusa, Italy.

Ph: Comitato 3 Ottobre

In Germany, for example, children of foreigners acquire German citizenship at birth if one parent has been a permanent resident in the country for at least 8 years and has held a permanent residence permit for at least 3 years.

In France, instead, there is a double form of 'conditional' *ius soli*: on the one hand, children of foreigners born in France become French citizens even if they have a different citizenship; on the other hand, they become French citizens when they come of age if they were born in France and reside there.

Portugal also provides for the automatic recognition of citizenship for those born to foreign parents, of whom at least one was born in Portugal and resides there.

Finally, other countries, such as Ireland, automatically grant citizenship to those born to parents of whom at least one has been resident in the country with a residence permit for at least 3 years.

In Italy, instead, the only instrument that can be assimilated to a form of *ius soli* is the recognition of citizenship when one comes of age for those who are born in Italy and have lived there legally for all 18 years.

17 Map of countries (highlighted in blue) that provide for the principle of ius soli, by cittadinanza.biz
https://www.cittadinanza.biz/wp-content/uploads/2017/04/ius-soli-mondo.png

Online research material #10: Citizenship. The situation in Italy
https://drive.google.com/file/d/1tiBIcVIc2i6KLyLYa4YJjY9NbQG_yGhy/view?usp=sharing
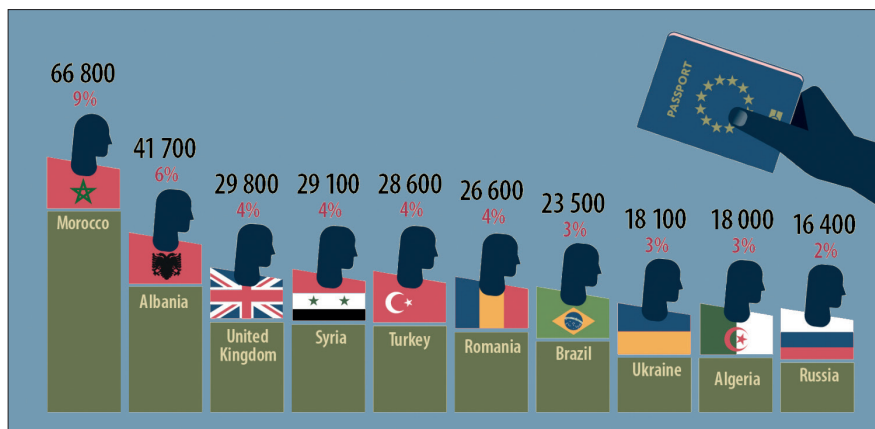
Statelessness

Many people in the world, however, are citizens of no country. These people are **stateless**, they are not considered citizens by any state.

The reasons for statelessness may be manifold, such as gaps and conflicts in the laws on citizenship, bureaucratic reasons in cases of succession of states (former USSR, former Yugoslavia…), lack of birth registration, or loss of other citizenship.

It is estimated that there are about 10 million stateless persons in the world and, for this reason, specific protection is provided for at international level as enshrined in the 1954 Convention relating to the status of Stateless Persons. Furthermore, in order to prevent the increase in the number and conditions that can lead to statelessness, the Convention on the Reduction of Statelessness was enacted in 1961.

Main countries of origin of new EU citizens (2019); source: EUROSTAT.

Online resources: Citizenship. Sources and insights
https://drive.google.com/file/d/1pPcYnZCZ1jsGlvbpP04XKDdondeGQVsC/view?usp=sharing

ACTIVITY 8

I was born in Italy, but am I an Italian citizen?

Objective
▌ Have a deeper understanding of the concept of citizenship and the rights connected to it;

▌ Develop a critical analysis of what it means to be a citizen of a given country;

▌ Draft legislative proposals and fuel a common debate on the topic.

Material
▌ Preliminary reading of the section Citizenship– general information by the teacher and/or facilitator;

▌ Pen and paper.

Duration
▌ 2 hours.

Description
▌ **What is citizenship?** (10 minutes)
The teacher asks students to try to give a definition of the concept of citizenship and who, in their own country, acquires citizenship.

▌ **What can (can't) I do?** (10 minutes)
The teacher asks students to try to list activities that can only be done or rights that can only be enjoyed by those who are citizens of the country they live in.
The teacher stimulates the debate also by using the examples in ANNEX 1.

▌ **Draft a legislative proposal** (40 minutes)
Students are divided into two or more groups. Each group has to draft a legislative proposal on the acquisition of citizenship. In particular: who becomes a citizen by birth, who can acquire citizenship later, what are the requirements and conditions.

▌ **Presentation of the legislative proposals** (20 minutes)
Each group presents its legislative proposal to the class.

▌ **What is the relevant national legislation?** (10 minutes)
The teacher briefly explains the requirements and the procedures for the acquisition of Italian citizenship.

▌ **Final debate** (30 minutes)
Students take up their own legislative proposals and compare them with the national legislation, to discuss differences and features they agree or disagree with.

Online Annexes to Activity 8: I was born in Italy, but am I an Italian citizen?
https://drive.google.com/file/d/1eNknrLm3EJkWGa8UlLQbcyk-SjSeSBV6/view?usp=sharing

'Jumping' the fence.
Melilla, a Spanish
exclave in Morocco.
Cuchillas are barbed-wire
fences on the border
between Spain
and Morocco, in Melilla;
they are 12 kilometres
long. Melilla, Spain.
Ph: Santi Palacio

Discrimination

With the arrival of migrants in Italy, the word 'discrimination' has become increasingly associated with immigration. Hence, it is important to understand its meaning and etymology, knowing that words are neutral, but their use is not.

Understanding the meaning of a word, and especially its value/disvalue according to the context in which it is used, is essential to understand the reality and consequences of certain actions, spoken words or written sentences.

Definition of discrimination

Photo in the top right corner:

Electronic residence permit envelope. Concern about documents is a constant obsession and a source of suffering for migrants. Florence, Italy.

Ph: Giuseppe delle Vergini

The word '**discrimination**' comes from the verb '**to discriminate**', which derives from Latin [der. of '*discrimen*' 'distinction', from the verb '*discernere*' 'to distinguish'] (I discriminate, etc.).

... It means *to distinguish, to separate, to make a difference.*
But it also means *to adopt in individual cases or towards individual persons or group of persons a conduct different from the usual, or which in any case reveals a disparity of judgement and treatment*[18].

Discrimination [from late Latin *discriminatio-onis*]. – It is the act of discriminating or being discriminated against; distinction, diversification or differentiation made between persons, things, cases or situations. [...] in particular: political, racial, ethnic and religious discrimination, *differences in conduct or in the recognition of rights with regard to certain political, racial, ethnic or religious groups* (the law establishes precise penalties for cases in which discrimination takes on a criminal character or leads to acts of violence).[19]

Therefore, we can say that discriminating on ethnic and racial grounds[20] – or on religious, political, cultural and other grounds – means considering a person less, recognizing them with fewer rights and diminishing their dignity simply because we want to consider them 'different', 'other' from us, and consequently treating them differently in the same conditions and situations. When this occurs in an unjustified or illegitimate manner (i.e. contrary to the law), legal action can be taken to stop such discriminatory behaviour.

[18] For the Italian definition see, Treccani, *Vocabolario Online*.
[19] *Ibid*.
[20] Obviously the word ''race' should be understood here in a non-technical sense. Because there is only one human race, while skin colour, height, ethnicity may vary. But there are no different races in humankind. The word race, referring to people, is not scientific: humans have not been geographically isolated long enough to create distinct genetic varieties. So much so that each person can procreate with another, for example regardless of skin colour. This is impossible for the different animal breeds, which have incompatible genetic differences.

Discrimination always occurs when a person is unjustifiably treated differently or excluded from a service or opportunity (e.g. a job, a house, a social or healthcare benefit, a means of public transport, etc.) because of their nationality, gender, skin colour, national, ethnic or social origin, genetic characteristics, language, religion or belief, political or any other opinion, belonging to a national minority, property, birth, disability, age, sexual orientation or gender identity, and any other personal or social condition. However, attention must be paid, because distinguishing, excluding or differentiating is not always discrimination: the different treatment or exclusion must result exclusively from one of the above-mentioned conditions. I am not discriminating, for example, if I make height a requirement for a basketball team.

Discrimination can be **direct** or **indirect**. Let's try to understand what the differences are and how the legislation specifies them.

The various forms of discrimination

Direct discrimination

Direct discrimination occurs when a person is treated less favourably than they are, were or would be treated in a similar situation, because of their ethnic, racial, national, religious or cultural background.

For example: since you are a girl of African descent, and here we are in Italy, you will be served last by the clerk. In this example, there is discrimination on the grounds of the origin of the person discriminated against (it is clear from your skin colour that you are of African descent), gender (because you are a woman), and also age (because you are young). This is an example of multiple direct discrimination.

Direct discrimination is the denial of a right or the deliberate exclusion of recognition of a person's dignity based on their race, ethnicity, nationality, religious or cultural beliefs. Depending on the source, discrimination can be individual, group or institutional.

Indirect discrimination

Indirect discrimination occurs when there is the adoption of rules, standards, criteria or practices that, regardless of their intentions, place persons belonging to a particular group at a disproportionate disadvantage compared to others, and when these rules, criteria and practices cannot be objectively justified for a legitimate purpose or the means of achieving that purpose are not proportionate and necessary. For example: it is only possible to work overtime on Fridays, disregarding the fact that some employees are Muslim and Friday is a day of prayer for them. Discrimination is indirect when an apparently neutral requirement – to allow everyone to workovertime, as in the example above – negatively or disproportionately impacts on a particular ethnic, religious, cultural, gender, etc., group.

Harassment

Harassment can also be a form of discrimination, albeit less severe. Harassment is unwanted conduct on the grounds of race, ethnic origin (religion, belief, disability, age or sexual orientation) with the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading, humiliating or offensive environment.

Harassment is, for example, entering a bar frequented by foreigners and saying out loud: "This bar doesn't have the beautiful customers it used to have!" pointing at a table where a group of foreign customers who speak another language are sitting for a coffee.

Institutional discrimination

Institutional discrimination –carried out by public bodies and state institutions – of a direct kind occurs when it comes from a law or regulation that conflicts with the principles of equal treatment (Article 3, paras. 3 and 4, of Legislative Decree 215/03).

This is the case of those Italian municipalities that had provided for the baby bonus only for Italian citizens '*ab origine*', a non-existent legal category that discriminated between parents on the basis of their national origin with respect to its purpose; i.e. to encourage and help families with children of residents in that municipality.

Online research material #11: The main forms of discrimination in Italian law
https://drive.google.com/file/d/19_vov5LRYQyV-OPoiQL-Swhc_-UBL6WX/view?usp=sharing

Gender inequality mapped. UNDESA measures, in a value from 0 (perfect equality) to 1 (total inequality), gender inequality in terms of reproductive health, representation in parliaments and labour market participation. Source: OurWorldInData on UNDESA data, Human Development Report (2015).
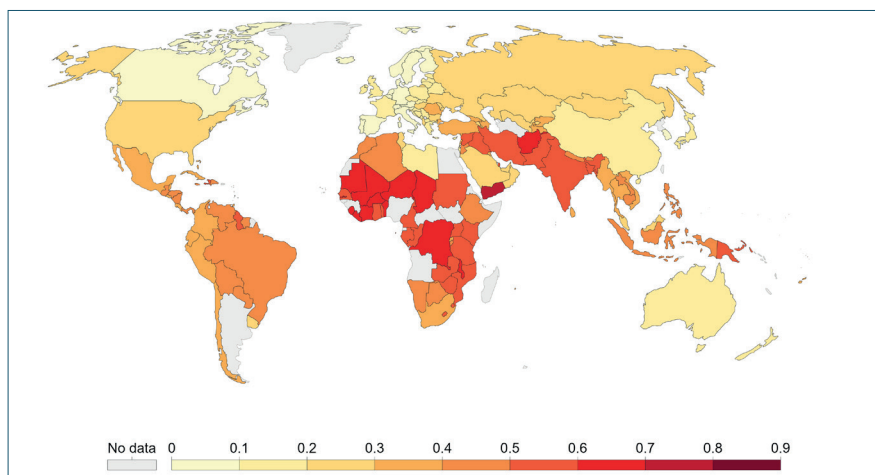
Actions against discrimination

Moral suasion

This is the act of moral persuasion, of attentive convincing – which can also represent a sort of intrinsic power – exercised by an authority that has supervisory and guarantee obligations in a certain field, but also by subjects that are recognized as authoritative in a community/social group. Its purpose is to make the supervised parties reflect and induce them to behave in a morally and socially correct manner; thus to review their actions/measures if they might be discriminatory. It serves to avoid direct recourse to the power given by the law for the exercise of its duties or based on the authoritativeness of its status as a super partes authority and on the importance of its role.

In Italy, moral suasion is carried out by UNAR, the National Office against Racial Discrimination.

Recourse to the judge against discrimination (Article 44 TUI)

When the conduct of a private individual or of the public administration results in discrimination on the grounds of race, ethnicity, nationality or religion, the person who feels discriminated against may have recourse to the judge, even in person, in the Court of the place of residence of the applicant.

The judge may order the cessation of the prejudicial behaviour (for example, ordering that the advertisement with the words "we rent only to Italians" not be published in the future) and adopt measures to remove the effects of the discrimination (for example, having the sign "we rent only to Italians" removed), may order the person who has carried out the discrimination to pay compensation for damages, including non-pecuniary damages (for example economic compensation in favour of those who have been discriminated against, publication in a newspaper of the sentence also in short).

giornale della sentenza di condanna anche in sintesi).

Online resources: Discrimination. Sources and insights
https://drive.google.com/file/d/1E4WC1lxG2A88F3j_sFST9MlHVKk877zo/view?usp=sharing

ACTIVITY 9

Let's talk about discrimination

Objective
❚ The purpose of the group work is to bring out 'differences' in order to understand and, thus, become aware of whether or not conducts based on these differences are cases of discrimination or harassment. In order to then pay attention in the future and/or remedy it.

Material
❚ Pen and paper;
❚ Poster.

Duration
❚ 2 hours.

Description
Below is some food for thought to open a debate in small groups with a final sharing in larger groups or directly with the whole class.

❚ Have I ever **felt** discriminated against? Why? What did I feel? Probably each one of us has once felt 'excluded' or 'considered less' by others just because we were deemed 'different' for a particular reason (for example, because one of my parents is not of Italian origin, or because of my skin colour or my religion).

_ How did I feel? (good/bad/indifferent) Describe your feelings/emotions/moods

_ How did I react? (short description)

_ What would I have wanted 'others' to do in that situation?

_ How did I then 'consider/judge' those people because of that incident?

❚ Have I ever **witnessed** discrimination? What did I do? What did I feel?
How did I react? How did the person discriminated against react?
Often people who experience discrimination remain silent and do not report it.
This happens for a number of reasons: sometimes the episode is not recognized
as discriminatory and is considered normal, sometimes the discrimination is recognized
but the person feels ashamed, afraid and fearful of being retaliated against, or does
not know who to turn to.

❚ **What do you think should be done** to avoid conducts that may be discriminatory?
After making a short list of actions, conducts and phrases/words that may be
discriminatory, the students try to create a short vademecum/game with questions
about what discrimination is and how to counteract it (or use other forms, for example
a short drama or video).

❚ Analysis of how social media and the media in general describe an event when possible
targets of discrimination are involved (because they are foreigners, because they profess
another religions/cultures, because of gender and/or sexual orientation). Results can be
reported with and in any creative way/tool.

❚ Do you think there is discrimination at school?
Try to identify it and suggest preventive actions, removal and possible educational
proposals or restorative sanctions, which help the perpetrator and the victim
to grow together.

In workshops it is important to pass on the notion of discrimination, how to recognize
it and the need to take educational actions to prevent its recurrence in the future.
Above all, it is important to help young people understand that often, apparently neutral
attitudes or common ways of behaving and speaking, actually include an element
of suffering for those who feel different and therefore discriminated against
(because I have a different skin colour, because I profess another religion, because I have
another culture, because I have a disability, because I have a different sexual orientation).

Multiple discrimination

Very often, or almost always, migrants not only experience discrimination because of their nationality or skin colour, but also because of their religion, socio-economic status, gender, age, sexual orientation, disability or other aspects of their identity. When a person simultaneously experiences discrimination based on several axes of oppression, for example for being a migrant and disabled, this is called intersectional discrimination. The term *intersectionality* was first used by an African American jurist, Kimberlé Crenshaw, who noted that black women were discriminated against not only because of their gender and not only because of their skin colour. To explain this phenomenon, Crenshaw analysed the systematic exclusion of black women from the labour market and, using the case study of a company as an example, showed that the only way to make this discrimination visible was through intersectionality. The employer, faced with Kimberlé's allegations, claimed that his company did not discriminate against women or black people, as it had a high percentage of women and black people in its workforce. However, closer observation showed that: all women were white and worked in contact with the public, and all black people were men and performed manual tasks. Therefore, the intersectional approach shows that it is essential to look at discrimination as a whole, or rather at its intersection, in order to make it visible and explain the complexity of the phenomenon that is much more than the sum of racism and misogyny, but creates a peculiar, intersectional discrimination.

Living at the intersection of multiple axes of oppression, as mentioned in the previous section, exposes one to minority stress that is much greater than the sum of individual discriminations. In the case of migrants on SOGIESC basis (no need to panic, it simply stands for Sexual Orientation, Gender Identity and Expression, and Sexual Characteristics), for example, racism and homo-lesbian-bi-transphobia are just two of the experiences of intolerance they may be subjected to. In order, people who migrate because of their sexual identity first of all experience stressful and often traumatic situations already and especially in their country of origin. Indeed, in almost 70 countries worldwide, homosexuality is criminalized and there is no form of protection[21]. Legal systems that punish homosexuality, bisexuality or transgenderism have penalties ranging from fines to imprisonment or the death penalty.

[21] https://ilga-europe.org/sites/default/files/Attachments/Rainbow%20Europe%20Map%202021.pdf

The provision of such criminalization fosters, increases and legitimizes the climate of hatred, intolerance and violence against LGBTI persons by society and even their families. However, even in countries where this is not a crime, the violence and persecution of LGBTI people by society are daily and constant, either in silence or with the complicity of the state. In countries such as Egypt, for example, although no law explicitly criminalizes homosexual behaviour, lesbian, gay, bisexual and transgender people are systematically persecuted, imprisoned and tortured[22].

Therefore, as you can imagine, in order to live a decent and free life, many lesbian, gay, bisexual and transgender people migrate from certain countries to safer ones.

[22] We recommend reading the following article in Italian:
https://www.sinapsi.unina.it/lodiouccide_bullismoomofobico

Online research material #12: Focus on sexual identity
https://drive.google.com/file/d/1INco9jgfssVF22wUHv6_GhKGomIC5H_P/view?usp=sharing

Online resources: Multiple discrimination. Sources and insights
https://drive.google.com/file/d/1kKKP_2RicmcA_bKDGdZXqQu-_Fo4u-zS/view?usp=sharing

ACTIVITY 10

The molecule of identity

Objective
❚ This activity is based on SALTO-YOUTH[23] tools and aims at getting young people to work on empathy and recognition of privileges and injustices, using an intersectional approach.

Material
❚ Pen, paper and empathy.

Duration
❚ 30 minutes.

Description
Below is some food for thought to open a debate in small groups with a final sharing in larger groups or directly with the whole class.

1. Draw a molecule with 5 atoms
see: https://drive.google.com/file/d/1brqvYsBCSDkhKcuNvsdw-fPktWyWSrTV/view?usp=sharing) QR 1

2. Write your name in the centre and fill the outer atoms by writing in each one respectively: gender, age, skin colour, (dis)ability, sexual orientation.

3. Fill in your molecule individually by entering your gender, age, and so on.

4. Think about each atom and put a + sign if you have never been discriminated against for that, and a – sign if you have at least once (for example, if in the 'gender' atom I wrote 'woman', I will put a – sign next to it because one of my classmate said that since I am a woman, I cannot play football).

5. Open a class discussion, talking about what privileges you think you have (for example, I have never been discriminated against because I am heterosexual, while my homosexual or bisexual classmates are teased because of their sexual orientation; or, no one has ever said to me: "you are white!" as an insult, while my black classmates are teased because of their skin colour, etc.).
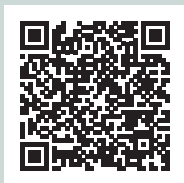
QR 1

23 SALTO-YOUTH is an EU-funded network supporting learning, non-formal education and training opportunities for new generations and youth workers in the framework of the European Solidarity Corps and Erasmus+, the EU programme for education, training, youth and sports. https://www.salto-youth.net/

Thematic focus:
Fact sheets

Online research material **#13:** Hate speech on the web
https://drive.google.com/file/d/1_3ft2vjZKpiGcZ6904iLYaoID8Kv4dXZ/view?usp=sharing

Online research material **#14:** Migrant women. The journey of violated rights
https://drive.google.com/file/d/1p9gKWU_Zod6Z6jztVcUehVRjI-ehp4td/view?usp=sharing

Online research material **#15:** Unaccompanied foreign minors (UFMs)
https://drive.google.com/file/d/1Ka-iE6qeXOyCfkfvWTanBSdwEL2t-11b/view?usp=sharing

The memory
of migrations
changes our cities
and territories:
Piazzetta Tre Ottobre
in Foligno, Italy.

ph: Comitato
3 Ottobre

CLOSING ACTIVITY

Migration in my city

Now it is your turn! This activity was created as a closing food for thought in all schools and classes. The purpose of this activity is the same as that of the whole toolkit, i.e. making students protagonists in the complex process of knowledge and understanding of migration. Everyone, in fact, has the keys for change and improvement in favour of the whole world and of migrations in particular. We can all positively and actively affect the lives of others, our own life context, the visions and perceptions of other people, thus taking the first step towards this 'other' we fear so much but that, after all, is none other than us.

Objective
- Contextualize the global debate on migration within the local context of students' lives.
- Contribute to deepening students' knowledge and involvement in the local context.
- Raise students' awareness of migration and its implications for people.
- Guide students to play an active and aware part in the field of migration in their local context.

Material
- Poster, paper, pen and marker.
- A virtual map to be created.
- Informed consent forms on privacy.
- Camera, audio recorder, art material.

Duration
- In several sessions, with work to be done also outside the school.

Description
Parte 1 - Brainstorming
- Using a poster or the blackboard, the leader starts a 'brainstorming' on migrations referred to the local territory (a different level of investigation can also be chosen: the neighbourhood, the city, the province, the region, and so on). In this brainstorming (which shall be conducted by letting thoughts flow, without contradicting or commenting, but only 'by accumulation') students freely express what migration means to them, in general terms. The work should be recorded in order to compare it with what will emerge at the end of part 2.

Part 2 – Group work

❚ Students can be divided into working groups according to the areas of interest or research. A possible division can be: statistical/urban research; aesthetic/artistic research; social research.

❚ The 's**tatistical/urban research**' group works on the retrieval and analysis of available data on migration at the local level, producing tables, graphs and maps that tell the historical evolution of migration in their area. Following, examples of some issues to investigate:

_ The migratory balance over time: are we in a territory of immigration or emigration? And in the past?

_ Who arrives and who leaves? Predominantly male or female flows? From which countries?

_ Where do migrants live? The place of migrants in the city (suburbs/centre, aggregated/scattered).

_ What economic and working activities do they mainly do? In which fields are they mainly employed (primary/secondary/tertiary, specify the sector)?

❚ In this and all research, graphs and tables, we recommend comparing the specific data of migrants with the overall average data and, thus, highlighting peculiarities and "emergencies", i.e. what emerges and diverges from the average (for example, observe if migrants are mainly employed in agriculture in an area where most of the labour force is rather employed in the tertiary sector, or if migrants are mainly employed in some specific sectors, such as logistics, catering, agriculture, etc.)

❚ The group creates a digital map of the area under consideration, showing the geographical distribution of places of residence, meeting places and workplaces with a greater presence of migrants.

❚ The '**aesthetic/artistic research**' group investigates the presence and contribution of migration in the shape and aesthetics of the city: signs, road signs, commercial signs, specific buildings and decorations, flags and national or religious symbols.
Many of the signs of the territory can tell a story of migrations, often from specific places, of communities that are more deeply rooted in a neighbourhood or in certain areas, and of how the interaction between migrants and local communities has often given rise to particular and specific languages. Here, we should be guided by creativity, mixing the media used in order to best render the traces that can be found (for example, audio material to record speeches or words in other languages; photographs for visual signs; videos and written material for events).

❚ All or part of the material shall then be inserted into another *layer* of the digital map already started by the previous group. Every sound recorded, every image taken, is to be georeferenced and placed exactly where it was taken on the map.

_ **Please note**: the privacy of the people being filmed must always be our first concern. Always ask for permission for filming if people are recognizable, and always ask for written consent.

❚ The '**social research**' group investigates the network of reception and other services that are open or specific to migrants in its territory. The working group thus adds a layer to the digital map by including all the services identified.

❚ The group also carries out interviews (see the online research material *How to conduct an interview: a few tips*). The interviews, depending on the type of research, can be carried out with migrants, service operators and volunteers or ordinary citizens: if with the former, the focus is on stories and motivations; with operators, it is important to discuss the visions and motivations behind their professional choice; while with 'ordinary citizens' it is interesting to analyse the perception of the phenomenon of migration and the permeability of adults to recurrent media debates on the theme of migration.

By putting together the work of the three groups, in addition to the graphic outline of the three-level digital map, it is possible to further develop the lines of analysis identified and compare them with what emerged in the poster in part 1.

This work can also be completely overturned: how many of our compatriots are there abroad? where are they, what do they do? The mapping will then be 'turned inside out': one's own territory, one's own city, connected to all the people who have left it.

This part of the activity was inspired by the work "Wide City" by the artist Luca Vitone

http://www.intercalturemap.org/EN/arts/case_study_arts.php?case_study_id=105

Online research material #16: How to conduct an interview: a few tips
https://drive.google.com/file/d/1u8RevwenyS-WlppjWpsF1d3koo7-dolP/view?usp=sharing
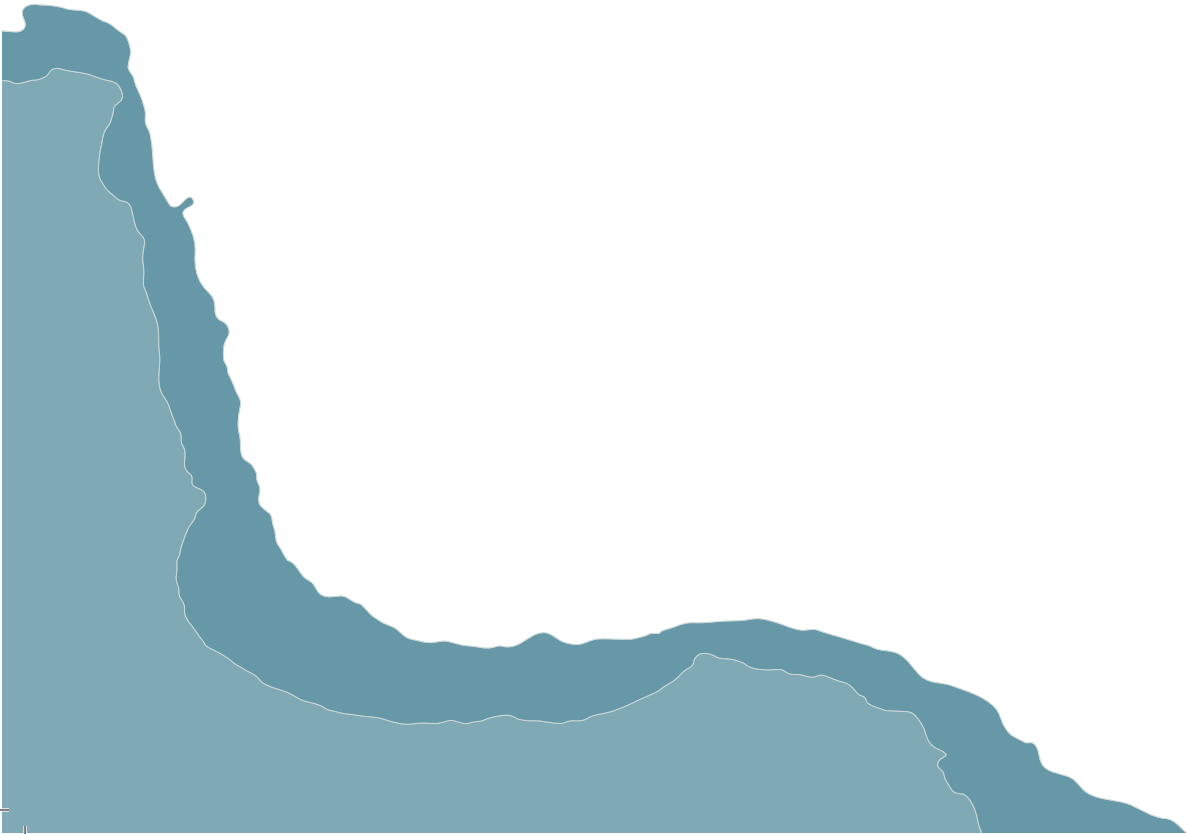
❚ **Eugenio Alfano** is a lawyer in migration law.
He has studied topics such as international protection, the rights
of unaccompanied foreign minors, and human trafficking
for sexual and labour exploitation.
An activist and educator in the field of human rights,
he has supervised several educational and didactic projects.

❚ **Giuseppe Delle Vergini**, lawyer and writer, is interested in law
on foreigners and human rights. He is a volunteer in associations
committed to the reception and protection of the rights
of foreigners and is an educator for public bodies, the third sector
and schools. He was in non-EU countries after the end of armed
conflicts. Director of three documentaries on migrants and racism,
he has written two books on the same topics.

❚ **Carmela Ferrara** is a PhD student in "Mind, Gender and Language"
at the University of Naples Federico II and author of the book
"Orientamento sessuale e identità di genere. Immigrazione
e accoglienza" (*Sexual Orientation and Gender Identity. Immigration
and reception*) and of several research on intersectional
discrimination.

❚ **Leonardo Moretti**, professional educator and pedagogist
with a Master's degree in Migration Law, has been working
for more than ten years in the field of reception of asylum seekers,
in educational projects for unaccompanied foreign minors
and in training in schools.

The project *we are in the same boat* is part of the AMIF Project "Porte d'Europa 2020/2021" (*Gateway to Europe 2020/2021*) The project is aimed at increasing the awareness and knowledge of young people in their formative years on the themes of migration, global interdependence and human rights, cultural integration and reception of migrants, refugees and asylum seekers. It aims to promote learning opportunities in the young European generations – in the framework of intercultural education – to foster a culture of reception and solidarity in order to fight intolerance, racism and discrimination, and to promote processes of inclusion and social inclusion of migrants.