



# Not Just Numbers

## TEACHER'S MANUAL 'NOT JUST NUMBERS' EDUCATIONAL TOOLKIT ON MIGRATION AND ASYLUM IN EUROPE





**IOM** is committed to the principle that humane and orderly migration benefits migrants and society. As an intergovernmental body, IOM acts with its partners in the international community to assist in meeting operational challenges of migration; advance the understanding of migration issues; encourage social and economic development through migration; and uphold the human dignity and well being of migrants.

**UNHCR** is an apolitical, humanitarian organisation. It's primary purpose is to safeguard the rights and well-being of refugees. It strives to ensure that everyone can exercise the right to seek asylum and find safe refuge in another State. Refugee protection also implies making the public aware of what a refugee is. It is important to remember that refugees are no threat. Indeed, they have been threatened themselves. In almost 6 decades, UNHCR has helped an estimated 50 million people restart their lives.

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**'NOT JUST NUMBERS'**  
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**IN EUROPE**



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## ● FOREWORD

'*Not Just Numbers*' is a toolkit about migration and asylum in the European Union designed to help teachers and other educators to engage young people in informed discussion on this subject. It is suitable for young people between the ages of 12 and 18.

The social and political importance of migration and asylum issues has grown steadily over the past two decades, during which the world has witnessed increased worldwide movement of migrants, asylum-seekers and refugees. At the same time, problems of discrimination, xenophobia and racism have continued to surface, often causing tensions within communities.

As European societies become more multi-cultural, we need to raise awareness of the many reasons for which people choose or are forced to leave their own countries. This understanding can help to promote respect for diversity and encourage social cohesion. In particular, more information needs to be disseminated to young people, who are the decision makers of tomorrow, but whose opinions on migration and asylum are not always based on factual and balanced information.

For this reason, the International Organization for Migration (IOM) and the United Nations High Commissioner for Refugees (UNHCR) have joined forces to develop and disseminate this new teaching toolkit. Its aim is to encourage open and informed debate on these important, complex issues.

This toolkit provides young people with the opportunity to understand that behind each anonymous statistic related to migration and asylum there is a human face and a personal story.



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# INTRODUCTION TO MIGRATION AND ASYLUM

- GENERAL OVERVIEW
- KEY DEFINITIONS



## ● GENERAL OVERVIEW

### Introduction

Throughout history, people have been on the move, often in order to improve their standard of living, give their families and children better opportunities, escape poverty, or to flee from persecution, instability and war.

Migration and asylum issues have increasingly become part of our everyday lives, as our European society becomes more multicultural and diverse, a situation that brings both challenges and enrichment to society. But to what extent do we understand these issues and why are they important? In the next few pages we aim to define the key concepts and explain the main issues surrounding migration and asylum in the European Union.

### Migration and Asylum in the EU

#### Context

Historically, Europe was a continent characterized by mass emigration, particularly during the 18th and 19th centuries, when waves of people left Europe in search of a new life (for example emigration to the Americas or to European colonies).

In the aftermath of the Second World War, a large number of refugees and displaced persons remaining from that conflict had to be assisted. Some were resettled in other European countries, while others went further afield, finding new homes in North and South America and Australia where migrant workers were in demand.

Although resettlement of refugees from Eastern Europe continued during the Cold War years, Western Europe became a destination for other categories of people on the move. Initially, immigration was characterised by guest worker schemes in the 1950s and 60s, through which migrant workers were recruited to help post-war rebuilding efforts. In some European countries, immigration from colonies and former colonies in Asia and Africa constituted a new migration trend. In the subsequent decades, patterns of migration became ever more diverse with people arriving from all over the world for a variety of reasons. The 1970s, 80s and 90s saw the arrival of large numbers of asylum seekers and refugees, fleeing conflict and human rights abuse in many parts of the world. In the 1990s, with the fall of the Berlin Wall, the emergence of smuggling and trafficking in persons generated a flow of migrants and refugees in an irregular and often very vulnerable situation. As the European Union progressively strengthened the control of its external frontiers, it became more difficult for refugees and migrants to reach Europe.

Today, migrants and refugees have to take other – often more dangerous – routes to enter the EU.

Today, many newcomers arrive in the European Union as migrant workers coming to fill labour shortages and find better economic opportunities, or for family reunification. The changing demography of the EU has led analysts and observers to suggest that as the EU's population ages and birth rates remain low, EU countries will need to rely increasingly on migration in order to sustain economic growth.

Many migrant workers fill low skilled jobs that the local population is unwilling to do. At the other end of the scale, highly qualified migrant workers may be recruited to fill jobs in areas where there are shortages in the local labour markets.

Migrants also come to Europe today for a host of other reasons, for example to study or for tourism. They may stay for long or short periods of time or may settle forever.

At the same time, European countries continue to host refugees and asylum seekers fleeing persecution and war and offer them protection.

#### Irregular migration

Possibilities of legal migration to the European Union are limited. For those who do not qualify for established schemes (for example migrant worker visas), but still have a strong need to migrate for economic, social or other reasons, irregular migration may appear the only option. In many cases, migrants looking to move to Europe will enter the EU by legal routes (for example as a tourist or a student), but then remain once their visa or



entry permission has expired. Others who cannot enter in this way are using increasingly hazardous routes in an attempt to reach Europe. Common irregular migratory routes into the EU include crossing the Adriatic Sea or the Mediterranean by boat, or entering via the Eastern European borders, for example hidden in trucks.

Irregular migrants are often not fully aware of the dangers and conditions of their journeys before they leave, or of the realities they will face upon arrival. For some, the calculated risk of travelling to Europe by an irregular route is worth taking, in the hope of a better life.

In recent times, EU Member States have paid increasing attention to preventing irregular migration and strengthening border controls. This has led some critics to label the EU as 'Fortress Europe', claiming that the controls are disproportionate to the situation. In addition, many argue that such controls prevent asylum seekers and refugees – people in need of international protection - from receiving asylum in the EU.

### **Mixed migration**

Many refugees and asylum seekers are finding it increasingly difficult to reach the EU and are therefore travelling via the same hazardous routes as irregular migrants. For some, this may be the only way that they can flee war or persecution. Although migrants, asylum seekers and refugees are often using the same means to enter the EU, asylum seekers and refugees have specific protection needs.

### **Migration policy**

In the European Union, Member States have the power to set their own immigration rules, and these differ considerably from one country to another. However, at the EU level there are some common approaches to migration covering all or a majority of EU Member States. Approaches to migration have in particular been based on meeting the challenges of economic growth and labour market shortages. In addition, the integration of migrants and the fight against irregular migration (particularly exploitation, trafficking and smuggling of human beings) are of key importance.

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### **Asylum policy**

EU Member States have increasingly recognised that they must co-operate on matters of asylum, in order

to address the challenges they face and to provide protection to persons in need of it. As a result, a first set of binding laws establishing minimum standards was agreed in the initial phase of work toward a common European asylum system (between 1999 and 2005). The EU has now set itself the goal of establishing a common system by 2012. The ultimate objective at the EU level is to ensure that refugees have access to protection under equivalent conditions in all Member States.

### **Push and pull factors for migration and asylum**

A push factor is generally negative and tends to drive people out of a country or an area. Examples are conflict, persecution, political instability, social inequalities and poor economic opportunities. Pull factors are more positive, such as higher standards of living, jobs, educational prospects, family reunification, or freer or safer communities in the country of destination.

The European Union is an attractive destination for migrants and refugees for many reasons including economic prospects, career opportunities, education and health standards and the respect of fundamental freedoms and rights.

In some cases, migrants and refugees find that the reality of moving to Europe does not match their expectations. Migrants and refugees may find it hard to integrate and to adapt to different cultures and languages or to being far from their families. For others, Europe offers a quality of life or safety that they could not find in their home countries and they see their future in Europe, in spite of difficulties they may face as foreigners. The issues surrounding the welcoming and integration of newcomers are ongoing challenges that require understanding and a better knowledge of why people move and where they come from.

To assist teachers and educators using this toolkit, we have listed in the next section a number of key definitions for terminology used when discussing migration and asylum.

## ● KEY DEFINITIONS<sup>1</sup>

### **Asylum seeker**

Someone who has made a claim that he or she is a refugee, and is waiting for that claim to be accepted or rejected. The term contains no presumption either way – it simply describes the fact that someone has lodged the claim. Some asylum seekers will be recognized to be refugees and others will not.

### **Detention**

Restriction on freedom of movement through enforced confinement of an individual by government authorities. There are two types of detention: criminal detention, having as a purpose punishment for the committed crime; and administrative detention, guaranteeing that another administrative measure such as expulsion can be implemented. In many states irregular migrants are subjected to administrative detention, as they do not comply with migration laws. In many states a person may be detained pending a decision on refugee status or on admission or removal from a state.

### **Economic Migration**

Economic migration is often used interchangeably with the term labour migration; however, this term has a wider sense and can encompass migration for the purposes of improving quality of life in social and economic terms. Economic migration can be both regular and irregular.

### **Expulsion**

An act by an authority of the state with the intention and with the effect of securing the removal of persons against their will from the territory of that state.

### **Family reunification**

Process whereby family members separated through forced or voluntary migration are brought together again, whether in the country of origin or another country. When the family is reunited in a country that is not their own, it often implies a degree of state discretion over admission.

### **Integration**

Integration is the process by which migrants and refugees are accepted in society. Integration relies on finding a balance between respecting the original cultural values and identities of migrants and refugees and a creating sense of belonging for newcomers (based on an acceptance of the core values and institutions of the host community or country). The process of integration concerns all aspects of life in a society and both the newcomers and the host community play important roles.

### **Irregular migrant**

The term irregular migrant is used to describe someone who does not hold the required legal status or travel documents to enter or remain in a country. For example, by entering a country without a valid passport or travel document, or by failing to fulfill administrative requirements for entering or leaving a country.

### **Labour Migration**

Labour migration applies to people moving for the purposes of employment. Labour migration policies apply strict economic criteria based on the labour requirements of the country concerned. In the EU an increasing number of countries are turning to points based immigration policies in order to encourage the supply of highly skilled labour only. In addition, some countries are now trying to restrict the inflow of lower skilled labour from non EU countries.

### **Migrant**

The term migrant usually describes someone who makes a free decision to move to another region or country, often to better material or social conditions and improve prospects for themselves and their families. People also migrate for many other reasons.

### **Naturalization**

Naturalization is the acquisition of citizenship or nationality by someone who was not a citizen or national of that country at birth.

<sup>1</sup> Sources: IOM Glossary on Migration, 2004, IOM Essentials of Migration Management, 2004, UNHCR Protecting Refugees and the Role of UNHCR 2007-2008

### **Non-refoulement**

Non-refoulement is a key principle in international refugee law, that concerns the protection of refugees from being returned to places where their lives or freedoms could be threatened.

### **Overstay**

To remain in a country beyond the period for which entry was granted.

### **Refugee**

The 1951 Refugee Convention describes refugees as people who are outside their country of nationality or habitual residence, and have "a well-founded fear of persecution because of their race, religion, nationality, membership of a particular social group, or political opinion, and are unable or, owing to such fear, unwilling to avail themselves of the protection of that country". People fleeing conflicts or generalized violence are also generally considered as refugees. They have no protection from their own state – indeed it is often their own government that is threatening to persecute them.

### **Regularization**

A process by which a country allows persons in an irregular situation to obtain legal status in the country.

### **Resettlement**

Refugees are not always able to return safely home or to remain in the country where they received asylum, usually because they would face continued persecution. In such circumstances, UNHCR attempts to resettle them in safe third countries. With voluntary repatriation and local integration, resettlement is one of the three long-term solutions for refugees. Through resettlement, refugees gain legal protection – residency and often eventually citizenship – from governments who agree, on a case-by-case basis, to receive them.

### **Smuggling**

A form of migrant movement that is done with the agreement of the migrant and usually with payment from the migrant for the smuggling services. Smuggling can be exploitative and dangerous, including fatal, but is not coercive in the sense of trafficking.

### **Stateless people**

A person who is not considered a national of any state by operation of its laws is stateless.

### **Trafficking**

Recruitment, transportation, transfer, harbouring, or receipt of persons by means of threat, use of force or other forms of coercion. The most common forms of trafficking are for sexual exploitation, child trafficking, and trafficking for labour exploitation. Trafficking violates human rights and includes abduction, fraud, deception, and the abuse of power or the abuse of someone in a vulnerable position.

### **Unaccompanied minor**

Unaccompanied minors are girls and boys under 18 years of age, of foreign origin, who are separated from both parents and are not being cared for by an adult who by law or by custom is responsible for doing so. Unaccompanied minors can be either refugees, asylum seekers or migrants. Unaccompanied children are especially vulnerable to exploitation. The rights of unaccompanied minors are protected by the 1989 UN Convention on the Rights of Children.

### **Voluntary return**

Return of persons to their country of origin on the basis of freely expressed willingness to go back.



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## HOW TO USE THE *'NOT JUST NUMBERS'* TOOLKIT

- THE DVD 'NOT JUST NUMBERS'
- THE CREATIVE EXERCISES
- TIMING
- AGE GROUPS
- TERMINOLOGY



The toolkit consists of a DVD, a teachers' manual and some photo cards.

The **main objective** of the toolkit is to help pupils understand issues surrounding migration and asylum in the EU and to allow them to develop their own opinions and views based on balanced information.

## THE DVD '**NOT JUST NUMBERS**'

The first menu of the DVD allows you to choose your language and automatically displays all films in that language.

The DVD is designed to be used in conjunction with the creative exercises detailed in this manual. For ease of use, the DVD menu makes references to the name of the exercises. After choosing your language you will be directed to a Menu with the following items:



### **KEY EXERCISE**

A 30 minute film with three portraits representing different facets of the migration and asylum phenomenon.



### **MIGRANT WORKERS**

A 15 minute film with two portraits of economic migrants.



### **MEDIA**

A 2 minute video without commentary showing the arrival of migrants and refugees by boat.



### **TRAFFICKING AND SMUGGLING**

A 5 minute excerpt of the main film speaking about smuggling.



### **PORTRAITS**

This section allows you to view the five portraits separately.

## CREATIVE EXERCISES

The creative exercises have been designed to be used together with the DVD and in the order and timing proposed in this toolkit, but they can also be taught as self-contained lessons or as part of specific curriculum subjects such as history, geography, art, ...

### The following icons are used in the manual:

-  Teacher addressing the pupils
-  Teacher asking questions to the pupils
-  Exercise with materials
-  Exercise with photos
-  Reading exercise

## TIMING

The Key Exercise should ideally be carried out during a continuous double session (+/- 90 minutes). The thematic exercises are all single sessions (+/- 45 min.) with the exception of the Migrant Workers exercise which lasts 30 minutes.

It is recommended that the Key Exercise is used with at least one thematic exercise.

If you are short of time, it is possible to screen the portraits individually. However, it is recommended that you show at least two portraits, one 'migrant' and one 'refugee' followed by at least one stage of the Key Exercise.

## AGE GROUPS

The toolkit has been designed for children aged between 12 and 18 years. Where necessary, the exercises are adapted for two age groups: 12 – 14 years and 15 - 18 years. The age suitability is indicated for each exercise.

## TERMINOLOGY

When discussing migration and asylum, it is important to use the correct terminology in order to ensure understanding and provide balanced information. For this reason, key definitions have been added to the introduction to refer to while using the toolkit.

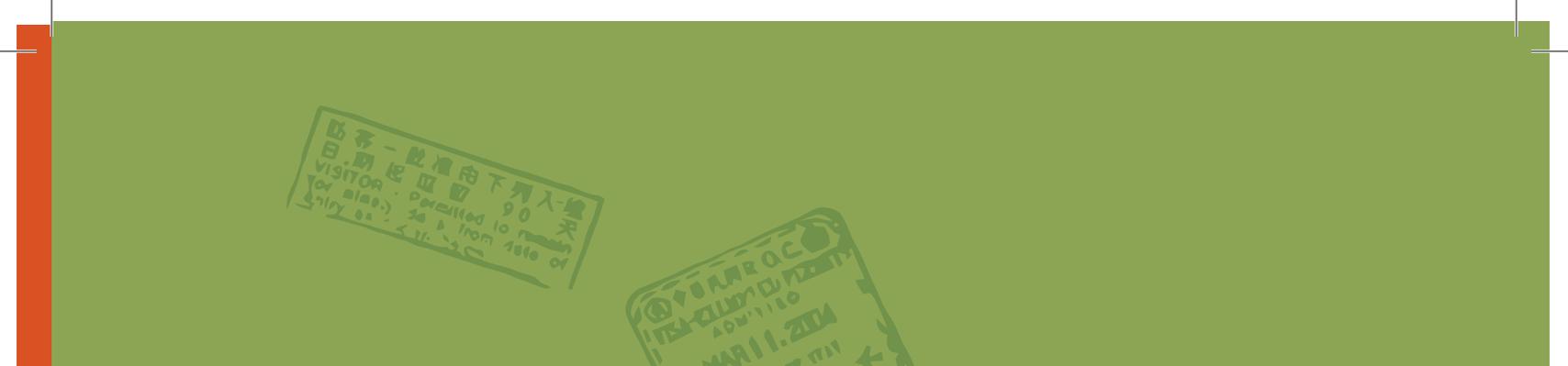
**Europe:** Unless otherwise specified, the term Europe is used to refer to the European Union.



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## CREATIVE EXERCISES





## ● KEY EXERCISE: MIGRATION AND ASYLUM IN EUROPE

This key exercise is a general introduction to the subject of migration and asylum in Europe and will introduce pupils to real life stories.

Timing: Double session +/-90 minutes (can also be broken down into two single sessions with a maximum of one week in between).

**STAGE 1: WATCHING THE MAIN FILM ON THE DVD**

**STAGE 2: UNDERSTANDING MIGRATION AND ASYLUM**

**STAGE 3: A. STORYTELLING (AGES 12 – 14) OR OPINION GAME (AGES 15-18)**

### General Objectives

- To demonstrate an understanding of the migration and asylum phenomenon
- To be able to express opinions on and demonstrate critical thinking about issues related to integration, identity and racism

## ● STAGE 1 WATCHING THE MAIN FILM ON THE DVD (30 min.)



The pupils watch the main film found in the Key Exercise menu in the DVD: It shows 3 portraits of which a short summary is given below. The film is in original languages with subtitles.

### Short summary of the portraits in the DVD

#### Rean, 32, from Iran, refugee

At the age of 22, Rean gets married and leaves Iran with her husband, in search of more freedom and to start a new life. They hope to go to the United States, but their visa requests are refused and they decide to head to Europe instead. What follows is a long and difficult journey. To reach Europe, they pay smugglers to help them to cross borders. They arrived in Europe under harsh conditions.

Upon their arrival, they seek asylum. For the next seven years, Rean and her husband wait for their status to be decided. These years are spent in a reception centre for asylum seekers where life is difficult and they are faced with the possibility of being refused asylum and deported back to Iran. During her time in the centre, Rean overcomes the loneliness and difficulty of everyday life by making new friends and participating in art and drama projects.

**Age Groups:** all ages

#### **Requirements**

- DVD player with Television or PC or Projector and Screen.

As time goes by, Rean and her husband divorce. Rean makes a new application for asylum on her own based on this situation. She is eventually granted refugee status because a divorced woman would not be accepted in Iranian society, and she would be at risk of persecution or worse.

Today, Rean has left the centre and lives happily with her new partner and their newborn son Kehan.

### **Doré, 24, from Congo-Brazzaville, migrant**

Doré arrives in Europe from Congo-Brazzaville at the age of 8, and is left by his mother. Although he subsequently lives with relatives, he never has a legal guardian and is unable to obtain permanent resident status. He has no passport and is currently staying in Europe under a renewable student visa.

Doré is an award winning acrobat and also runs his own club for young people. In the future he would like to be a sports teacher. Fraucke, his girlfriend, is also a foreigner, but from a European Union Member State. They have plans to start a family together.

### **Adelina, 27, from Kosovo, refugee, then naturalized**

Adelina arrived in the European Union at the age of 10, when the political situation in Kosovo was deteriorating. Her father, a tribunal clerk in Gjilan, had come under intense political pressure in his job. Sensing that conflict was not far away, he left home to seek asylum.

In his new host country, he is granted refugee status and finds work in a fish factory. Later, his wife and two daughters join him from Kosovo under a family reunification scheme. They also receive refugee status.

Today Adelina is a student finishing her degree in psychology. She now has citizenship in her host country. In the portrait she returns to Kosovo to visit her family and her country for the first time in 17 years. She explains different emotions linked to this return, and tries to imagine what her life would have been like, if her family had not escaped the war.

## ● STAGE 2 UNDERSTANDING MIGRATION AND ASYLUM (30 min.)

### ● PHASE 1



Divide the class into 3 groups and assign one protagonist from the film to each group.

Ask pupils to briefly explain the reason why they moved, what kind of (legal) situations they have faced, and what their experience with integration and discrimination has been?

Use the protagonist summary for help if needed, particularly for younger pupils.

Each group should then present their summary to the class.

### ● PHASE 2



Write the following terms on the blackboard:



asylum seeker  
migrant  
refugee

Ask the pupils whether they know any of these terms and can explain them. Using the introduction and the key definitions, explain the terms correctly to the class.

### ● PHASE 3



Now give a general explanation about migration and asylum (referring to the manual's introduction).

Here are additional elements to refer to:

- Note that people are on the move to many different places, all over the world, not only to Europe.
- Over 200 million people live outside their country of origin; this is around 3% of the world's population.

- About 10 million of them are refugees, coming mainly from Africa and Asia.
- In the case of refugees, the majority of them stay in their regions of origin, which are often the poorest countries in the world. For example: Afghans living in Pakistan, Iraqis living in Syria, Sudanese living in Chad...<sup>2</sup>
- Economic migrants are on the move in almost every region of the world; some may move to other continents, while others move within their continent or region. For example: Sub-Saharan and North-Africans going to Europe, Mexicans going to the US, Asian workers (Filipinos, Sri Lankans, Bangladeshis etc) going to the Gulf states, or Chinese going to Australia, etc.<sup>3</sup>
- People are thus on the move for a whole variety of reasons, including those which have been discussed in the DVD.

## ● PHASE 4 PERSONAL STORIES



Now, ask 3 - 4 pupils to explain where their families come from and why they have moved (both international and local stories should be chosen)

Who has come from another country? Another continent?

Who has come from another region?

Who has come from another town? Another neighbourhood?

### Recommended homework

Ask the students to trace their family's origin as far back as possible, even if movement is only regional. They should draw their own personal map of their family (at least back to grandparents).

They should also find out and note down the year and the main reasons for those

movements and possibly find out as to whether any other family members past or present have moved, as well as their motives for doing so. If any of the pupils or families are reluctant to give the reasons or simply do not know them, they just indicate "private".

<sup>2</sup> Please note that this is not an exhaustive list and is meant to give some examples only.

<sup>3</sup> Idem



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## ● STORYTELLING (AGES 12 -14) OR ● OPINION GAME (AGES 15 -18)

At this stage different options for the two age groups are proposed. Both options are designed to make the pupils express their opinions and views of migration and asylum. Younger pupils (ages 12 – 14) should do the Storytelling exercise, whilst the Opinion Game is recommended for older pupils (ages 15-18).

### ● STAGE 3A STORYTELLING

**Timing: 30 min.**

#### Specific Objectives

- To be able to correctly apply the terms learnt relating to migration and asylum
- To demonstrate an understanding of the situation of migrants, refugees and asylum seekers by imagining themselves in similar situations
- To show critical thinking about racial, sexual or ethnic stereotypes and assumptions.

#### Requirements

- 6 photos provided in the toolkit:
- 3 images of migration and asylum, (generally shown in the media).
  - 3 images taken by unaccompanied minors.

#### Ages 12-14

In this exercise, pupils will use their imagination to develop several stories about migrants, asylum seekers or refugees, based on a set of photos and keywords.



## ● INSTRUCTIONS FOR THE GAME

Split the class up into four groups. Each group has to line up in front of the class and tell an imaginary story about a migrant or a refugee, told in the first person. To help them, each group is given one of the storytelling methods outlined below.

The first pupil of each group starts the story, which has to be continued by the next pupil in the same group. The last pupil of that group closes the story. Then, the next group begins a new story using a different method. Each method, thus phase, should be played out at least twice.

It is important that each pupil continue his/her part of the story with elements given by the pupils before them and does not completely change the direction of the group's story. However, the story of each separate group should be different. Each Story should contain people, (refuges and/or migrants) actions and places.

Before starting, a series of key words should be written on pieces of paper by the teacher and put into a box:



*Army, asylum, border, contract, detention centre, education, expulsion, fear, family reunification, opportunity, parents, passport, persecution, poverty, protection, return, seasonal worker, smuggler, work, tourist visa.*

### ● PHASE 1 MEMORY

Invite the first group to make up a story using elements they remember from the main film.

### ● PHASE 2 KEYWORDS

Invite the second group to create a story using the set of keywords, picked out of a box or given to them by the teacher. Ask the pupil to quickly explain the meaning of the word or check if an explanation is necessary (e.g. closed centre, asylum, ...). Each pupil uses the keyword to invent their part of the new story.

### ● PHASE 3 PHOTOS

Invite the third group to use the photos provided in the manual to tell a story.



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### ● PHASE 4 PHOTOS & KEYWORDS

Invite the fourth group to tell a story using both keywords and photos.

### ● PHASE 5 ROUND UP

After the game, ask the pupils:  
- Whether or not it was easy to do  
- Whether or not they used knowledge they already had or something they had learnt from the toolkit

#### Homework

Let the pupils choose 3 keywords and 1 photo from the toolkit and ask them to write down a story about a migrant or a refugee in the first person.

## ● STAGE 3B OPINION GAME

The opinion game provides an active way to encourage pupils to debate critically and express their views and opinions on the points covered in the toolkit. This exercise also brings out issues of identity, racism and xenophobia.

**Timing: 30 minutes**

### ● PHASE 1 PREPARATION

 Ask the students to do some research and collect at least three "opinions", "statements" or "judgements" about migrants, asylum seekers and refugees, either from the media, their immediate surroundings or based on their own opinions, (ideally ranging from the conservative to the progressive).

*In addition, prepare your own list of statements – some of which could be taken from the DVD, (suggestions are also given below). Each new opinion expressed by a pupil during a debate in the game can also be used as new statement. The statements always have to be made in the first person, as do all responses during the debate.*

*Suggested statements should be written on paper and put in a box:*

-  As a woman I am not allowed to express myself and my opinions in my home country, I am compelled to leave and seek asylum so that I can stand for my opinions and be myself.
- I'm not a racist, but if I accept migrants in my country, they should learn our language, and our culture.
- I think there's enough unemployment in this country, and we should not allow more migrants in.
- Everyone must have the right to go wherever they want to go.
- In our society you only "exist" when you're officially regularised.
- All migrants without papers are irregular and should be sent back.

**Ages 15 - 18**

#### **Specific Objectives**

- To be able to demonstrate critical thinking when discussing opinions in class
- To be able to develop and express views during classroom debates

#### **Requirements**

- An empty classroom
- List of statements

## ● PHASE 2 DEBATING OPINIONS



To start, everybody stands in the middle of the room (the neutral zone). Pull one statement out of the box and read it. The pupils then divide themselves into two sides: those who agree with the statement and those who disagree (each side moving to opposite ends of the room). Pupils are only allowed to agree or disagree: no "ifs" and "buts". They have to react immediately and choose a viewpoint. Everybody interprets the statement in their own personal way. No explanation is given.

When everybody has chosen a side, a debate should be started, with the minority side speaking first. Pupils should individually argue their point of view. The other side should be allowed to react spontaneously. Once the minority side has finished giving their arguments, the majority group can then explain their opinions in the same manner.

Two reporters are assigned for each group at each new statement (Minority and Majority). During the various debates, these reporters should note on the blackboard key expressions, images and keywords used to support an argument.

## ● KEY POINTS

- There is no 'right' or 'wrong' answer. The exercise is about opinions, personal and group inquiry and critical thinking.
- Pupils are allowed to change side after or even during the debate, but only if they explain why they changed their mind – again using first person responses.
- When making a case, a pupil can only speak from their personal point of view, "I think ...", "I suppose ..." "I know ..."
- The teacher acts as the moderator and should keep a neutral position. Questions and remarks should be used to stimulate the discussion and help it to flow: for example "how do you know ...", "what do you mean ...", "do I understand correctly that...", "is this not a contradiction ..." etc..

## ● PHASE 3 ROUND UP



To conclude, the reporters should summarize their observations. Use the reporters notes to highlight contradictions, similarities and distinctions. Try to challenge pupils to look critically at the ways of thinking and encourage the pupils to share their views. Make clusters of arguments with the pupils. Using the notes, try to draw a conclusion from the debate (without judging!)

**The following questions could be posed to the pupils:**

- What did you notice during the discussions?
- Did your opinion change?
- Did you discover another way of thinking?
- Do some statements give offence?
- Were you mostly at the side of the majority?
- Were you emotional or rational in your arguments?

### Homework

Ask pupils to make a personal report of one of the arguments from the debate that they disagree with.



Not Just  
Numbers

## THEMATIC EXERCISES

- MIGRANT WORKERS (AGES 15-18)
- UNACCOMPANIED MINORS (AGES 12-14)
- MIGRATION AND ASYLUM IN THE MEDIA (ALL AGES)
- TRAFFICKING AND SMUGGLING (AGES 15-18)



# ● MIGRANT WORKERS

In this exercise, pupils get to know about different generations of economic migrants and discuss why people move for work.

**Timing: 30 minutes**

**Ages 15-18**

**Objectives**

- To be able to talk about economic migration in the past and in the present.
- To be able to demonstrate an understanding of the current European demand for migrant workers.

**Requirements**

- DVD player with Television or PC or Projector and Screen.

## ● PHASE 1 WATCHING THE FILM ON MIGRANT WORKERS



Screen the portraits on migrant workers (15 min.)

### Summary of the portraits in the DVD:

#### Tino, 76, Italian, post WWII migrant

Tino is retired. He arrived in Belgium in 1949 via a family reunification scheme: his father was already there working as a miner.

Escaping the post-war food shortage in Italy, at 16, Tino was the youngest Italian to work in the mine. He later married a Belgian woman, with whom he had children. He then went on to work in factories.

Tino is part of the first wave of migrant workers that were needed during the reconstruction of post-war Europe. Certain countries like Germany, France, the UK and Belgium were suffering acute labour shortages and had to implement schemes to invite migrant workers. People came from all over Europe and also from other continents.

#### Alfredo, 33 and Veronica, 32, Mexicans, highly qualified migrant workers

Both Alfredo and Veronica are doctors. They are married and they have been in Europe for a year since Alfredo received a job offer in psychiatric research, his specialization.

Veronica, a dermatologist, used to work in a hospital and had her own private practice in Mexico. Unfortunately, her academic qualifications are not recognized in Europe and she cannot work as a doctor. She has nevertheless found work.

Both Alfredo and Veronica have experienced changes they had not expected: the high cost of living in comparison to their net salaries, the difficulty of finding accommodation, being far from their families, etc...

Alfredo and Veronica are examples of the highly qualified workers the European Union needs to fill the gaps in the European labour market. Both high and low skilled workers are being sought in many EU countries.

## ● PHASE 2 COMPREHENSION



*Propose a series of open questions.*

These questions have no definite answers; they should open up a debate. The information in the toolkit introduction can be used to orientate and moderate the debate. Reference to the portraits and information gathered during the key exercise is also possible.

Once the debate has run its course, give a short round-up of the debate and summarize the main issues, including the arguments for and against the need for migrant workers and the impact of this debate on integration and antidiscrimination.

1. Why do people move to work? What kind of jobs do people move for? (Refer to the portrait or own examples –e.g. family, friends).

### INDICATIONS FOR ANSWERING

Poor social and economic conditions at home, demand for both low and high skilled workers, temporary contracts and seasonal work, to join family, to support family back home through remittances.

2. What kind of situations do migrant workers face when moving to a new country to work? Is it easy to get a job? Do they work in the same profession as they did in their country of origin? What issues might migrants face with regard to papers, recognition of qualifications etc.? (Refer to the portraits to your own examples – family, friends).

### INDICATIONS FOR ANSWERING

Obtaining documents, recognition of qualifications, language problems, finding accommodation, social benefits, recognition of rights.

3. How are migrant workers perceived in your country and in Europe in general?  
What kinds of negative attitudes might people have towards migrant workers?  
What kind of positive attitudes might people have?  
What do you think?

### INDICATIONS FOR ANSWERING

Negative attitudes: they take our jobs, they receive benefits and welfare, they are not like us.

Positive attitudes: They fill jobs that are vacant, they help the country's economy, they pay taxes, they enrich our society through cultural diversity.

## FURTHER QUESTIONS

If you were offered an interesting job abroad, would you leave your home and family for it?

If yes, why and at which conditions? Would you leave for any job?

How would you feel at the prospect of going to work in a new country that you do not know?

### Homework

These questions can also be answered with more in depth research by the pupils, and thus serve as assignments to be written out at home.

# ● UNACCOMPANIED MINORS

Timing: 45 min.

Recommended  
for ages 12- 14, possible  
also for ages 15- 18

## Objectives

- To be able to describe what unaccompanied minors are
- To talk about the situations faced by children of similar age groups when they become unaccompanied minors
- To discuss the difficulties of being separated from family

## Requirements

- 4 photos (included in the toolkit)
- Short summaries about the unaccompanied minors who took the photographs

## ● PHASE 1 UNDERSTANDING



Explain what is meant by the term 'Unaccompanied Minor'. (See Key Definitions).

Ask the pupils how they would feel living without their parents and friends in a foreign country. What are the positives/negatives? Ask them to imagine the hard and long road alone and what it would be like to live with an uncertain future.

### OPTION

Encourage the pupils to find out about the situation of unaccompanied minors in their country and initiatives to help them. Some pupils might like to be pen friends with them.

## ● PHASE 2 CAPTIONS WRITING



Divide the class into four groups. Show the 4 photos (A4 format) taken by unaccompanied minors.<sup>4</sup>

Ask each group to choose one photo and let them explain why they chose these photos. Each group should then invent short legends/captions for their photos and present them to the class. Other groups have the right to make comments or propose alternative legends.

Then, read out the original legends of the photographs and give a summary of the life stories of the photographers (provided below).

## ● PHASE 3 POSTCARD WRITING



Each pupil should choose one photo and use it as a basis to write a short post card from the viewpoint of an unaccompanied minor, writing to their parents or to a friend at home. They should mention emotions, integration issues, administrative status, etc.

## ● PHASE 4 HOMEWORK or CLASS



Pupils exchange postcards and write back to each other from the viewpoint of the family or friend back home.

<sup>4</sup> Source: Photovoice "Transparency" project. Photovoice is an organization which runs photographic workshops for underprivileged groups of people around the world, to help them to develop means of self representation. For more information go to: <http://www.photovoice.org/html/galleryandshop/photogalleries/index.htm>

## ● PHOTOGRAPHER'S BIOGRAPHIES



### FLORIAN, 17, ROMANIA

"I am from Romania. I often think about my country – it is beautiful. I think about my friends, family, and the place. I have been in here on my own for 8 months and I am living in a hotel. Everyday I go to school to learn the language. After school I go to a dancing class, I am learning modern and Turkish dancing. I like chatting with my friends and I like going to the disco because I like to meet new people. Britney Spears is my favourite singer and I love music and writing songs – I play the accordion and keyboards. After I've learnt the language I want to go and study and work in studio production."



### QUESTION MARK by Florian

Here I don't know who I am. I know my name and other things but I do not know what I am doing here. In my own language I could tell you many things about myself but I find it hard to speak in their language.



### DREAMING by Florian

I was at my friends house and they put on Turkish music and she started to dance. I like the expression of dreaming on her face.

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### HAWDIN, 17, IRAQ

"My name is Hawdin. I am a refugee. I am from Kirkuk, a province in Iraq. At present I live in Europe. During the Iraq-Iran war in 1988 my father was killed. My mother died in 2001 after suffering from illness. I only have one sister – she is married in Iraq.

I was in Iraq living with my paternal uncle far from any political conflict and problems. I had a girlfriend. I was in love with her very much. She meant everything to me. If it happened that I didn't see her for a day I felt quite miserable and hopeless. We shared quite a lot with each other and thought about living together and building a paradise in this world. But the dictator



### MY FRIEND by Hawdin

This is my friend 'Bomi'. I bought him because I live alone and I need friends. Sometimes I talk to him. He doesn't talk back.



regime of Saddam didn't leave me to live my life, and it turned all my hopes and wishes to a hell. On the pretext of helping the Kurdish party and working for them I was arrested and tortured for 8 days by the Iraqi regime. My uncle released me on bail.

15 days after my arrest my uncle was arrested so I fled towards Europe. I left Iraq to Syria and stayed there for 25 days, then I was set to Istanbul by lorry, stayed for 7 days, then got on to another lorry. I had a bad time - I only ate 4 times, not sleeping, not feeling well. I go on to another lorry and did not see daylight for 3 days. The atmosphere was absolutely chaotic and uncomfortable. I wished that I was dead. After 3 days I was told that I was in one of Europe's biggest town. I was very tired and didn't know what to do. The agent directed me towards the immigration authorities and left me on my own. I applied for asylum and was treated very respectfully."

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### TATIANA, 18, ANGOLA

"I am from Angola. I am 18 years old and I'm new in this country. This country is giving me a lot of good new things so I am very happy and thankful.

Although I miss some things from my country, other things I do not miss at all. But it's strange because sometimes I don't feel happy like most of my friends. I don't know why. I wish I could be just like everyone else but I don't feel like that.

It's difficult to choose what I'm going to do in the future because everybody gives you different advice. I'm interested in going to work in languages but I also enjoy different classes at college like theatre, music and - of course - photography."



**EMPTY FRIDGE by Tatiana**  
I took this in my room. If you don't have food in your fridge it is the worst.

# ● ASYLUM AND MIGRATION IN THE MEDIA

Timing: 45 min.

All ages

## Objectives

- To show an understanding of the image of Europe from the point of view of migrants and refugees.
- To demonstrate critical thinking about what you hear and read in the media about refugees and migrants.

## Requirements

- Media excerpt from the DVD

## ● PHASE 1



Ask pupils the following questions:



1. How does Europe present and compare itself to the outside world? Think about the media, tourism, television and advertising. (If you have time, let the pupils do some research on this).

2. Do migrants see Europe as an 'El Dorado' or do they think of it as 'a fortress Europe'? What might these terms mean? (If you have time, let the pupils do some research on this).

3. What attracts migrants and refugees to Europe?



Ask pupils to first think about reasons that push migrants and refugees to leave their countries (push factors) and second about the reasons that attract them to Europe (pull factors).

For the pull factors, a list is provided below. You may add other terms and explain the terms and meaning to the pupils

Pupils should explain why each of these terms could be a 'pull factor' for migration or a necessity for the protection for refugees. They should also explain their comments: did they read this somewhere? Is this what people say in general? Have they experienced this themselves? Do they know this indirectly from someone they met? Etc.

### Terms often used in the media are:

El Dorado is Spanish for 'the golden one'. The term originates from South American Indian mythology which spoke of a legendary city of gold. Spanish colonizers first used the term when trying to find this mythical city and its imagined wealth. Today, the term is often used to describe a mythical place where fortune and wealth is abundant.

Fortress Europe is a term which refers to the increased control of European borders in an effort to reduce migration flows.

democracy  
high living standards  
safety  
health care  
equal rights  
career opportunities

education  
peace  
human rights  
marriage  
studies

## ● PHASE 2 WRITING YOUR OWN NEWS (30 min.)



Show the short video sequence (2 min.) found in the DVD. The video shows a series of images (without comment) of migrants and refugees arriving exhausted on a small boat on the coast of the island Lampedusa, one of Europe's most southern borders.

Divide the class in three groups: Each of the groups is asked to write a commentary that fits with the video images.

The video images should be repeated as they write their commentaries. Each group should be assigned a specific style of writing:

- a text by a journalist who is shocked by the inhumanity of the situation
- a text by a journalist who is hostile to people coming from abroad
- a text by a journalist who is commenting on the facts by trying to be impartial and showing the whole context.

Hand or read out the following points, which may help them to write their commentaries:



- Although the number of irregular migrants and refugees arriving by sea has been increasing (estimates range from 20 to 50 thousands arrivals per year at present), this represents only a fraction of total migration to Europe.
- Many refugees and irregular migrants also arrive in Europe via the Eastern EU borders.
- However, the vast majority of irregular migrants in the EU actually enter legally and then overstay their visas.

When the commentaries are written down, one of the members of the group has to read it out in front of the class and preferably in synchronicity with the images being played.

## ● PHASE 3 ROUND UP



Discuss with the group the point that although the images are the same, the commentaries vary enormously. Explain that the same thing can be viewed in many different ways by different people and that what we see and hear in the media is often subjective rather than strictly factual.

Also discuss what was said and what terms were used in the commentaries. If possible, try to evaluate which words have been used in relation to the images. What kind of interpretation do they show? How does the relationship between words and images influence our thoughts, understanding and perception of migration and asylum in the media?

### Homework

Find a press article about migration or asylum and ask pupils to analyse and discuss the language used.

# ● TRAFFICKING AND SMUGGLING

Timing: 45 min.

**Age Group**  
15 - 18

**NB:** This exercise contains sensitive materials.

**Objectives**

- To understand the risks migrants and refugees face in their attempts to find a better life or safety.
- To speak about the fear, danger and exploitation involved in trafficking and smuggling.
- To understand the difference between trafficking and smuggling.

**Requirements**

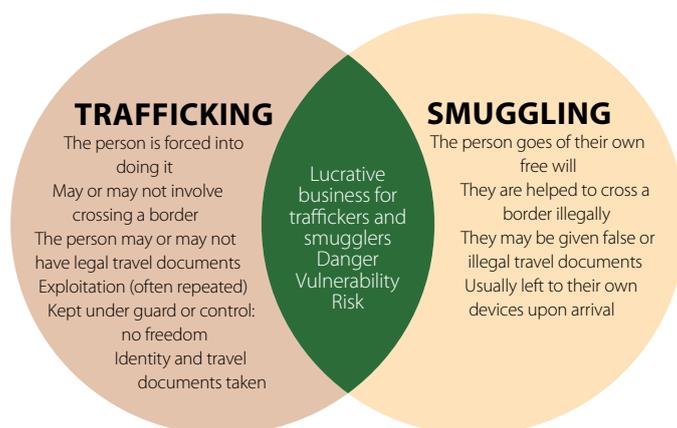
- DVD player with Television or PC or Projector and Screen.

## ● PHASE 1 THE DIFFERENCE BETWEEN SMUGGLING AND TRAFFICKING



*Start by asking the pupils to explain in their own words what the difference between trafficking and smuggling is.*

Then explain the concepts using the introduction, Key Definitions and following diagram:



You should also explain that not everyone assisting people to cross borders are 'smugglers'. Some people assist migrants and refugees to cross borders for humanitarian reasons: for instance to help them to reach a safe place or somewhere they can receive the help they may need. People who are not trying to make a profit and should not be classed as 'smugglers'.

## ● PHASE 2 MANDY'S TESTIMONY



Ask some one in the class to read out this text: the testimony of a 19 year old woman from Cameroon.

**Please read the text yourself first to avoid giving the text to someone who may be uncomfortable reading it.**



*Yes, I feel I'm ready to talk now, at least a little bit, about what happened. I do not find it easy to do but perhaps my story could really help people, I sincerely do hope so.*

*I met this guy, Patrick, surfing on Internet in 2000. At that time I was 19 years of age. A friend told me his uncle opened a cybercafe and that someone was working there to help young girls to find white husbands, real husbands.*

*That's how I got in contact with Patrick. Four months later he came to introduce himself to my family. He went back to his home for two months and then returned to marry me. I requested travel documents at the town hall and the embassy. Three months later, after obtaining my visa, we left my country together. In the beginning every thing seemed normal. Everything was so new for me. It was the first time I was in Europe.*

*We arrived in a beautiful house. He told me that evening we would receive his friends for a little party, especially for me. That very same day he had taken my passport under the pretext that he had to start procedures so that I could obtain residency.*

*I didn't understand what was going on that evening. They brought me into a room. I didn't recognise anyone. I still was under the illusion that I would spend an enjoyable evening. But, this first night "home", I was violated by so many men and women; I don't even know any more how many they were.*

*I was bleeding and broken. I wept all that tears that were inside me, but this was nothing compared to what followed. I was a prisoner, I couldn't go out. I could not escape from this sexual abuse. The people paid my captors money and when I was not willing to do what their clients wanted, they whipped me. How could they do this? They were like beasts. How could they? This lasted for nine months. They guarded me day and night.*

*One day I was in a restaurant. I heard people speaking in Ewondo, my dialect, they came from Cameroon! My guards did not pay any attention to me when I sang a song in my local dialect. This helped me to alert the people in the restaurant to my situation before I was taken back to the house.*

*Two weeks later I heard sirens outside in the street. I began to cry and scream like a mad woman. After that, I only remember waking up in the hospital. Later on there was a trial. Thanks to this, two other girls, who had also been forced into prostitution, were also released. The Cameroonians, who saved my life, took care of me and helped me to recover.<sup>5</sup>*



Let the pupils react and comment on this difficult story and briefly explain exploitation

<sup>5</sup> A shortened version of 'Mandy's testimony' from the film/documentary NordSud.com by Francois Ducat, 2008

### ● PHASE 3 TESTIMONY REAN



Watch the excerpt of Rean's portrait where she discusses her journey to Europe. This excerpt can be found in the DVD menu under 'trafficking and smuggling'

After watching the extract ask the pupils to explain which example (Mandy or Rean) speaks about trafficking and which speaks about smuggling.

### ● PHASE 4 INNER FEELINGS



Show the two photos for this exercise to the class (image of a truck with people hidden inside and boat packed with migrants and refugees).

Explain that you cannot tell from the photos whether you are looking at a situation of trafficking, smuggling or simply assisting someone to cross a border for humanitarian reasons, only life stories can do that...

Also explain that many people may cross borders in less dramatic ways (by using false documents or a tourist visa, which they then overstay). But that in all of these situations, irregular migrants are vulnerable and may face danger.

Ask the pupils to sit in groups and write a short description of how they would feel if they were one of the migrants or refugees in the photos. They have to use the words **fear, exploitation and danger** in their descriptions. The pupils can choose to write the texts in groups or individually.

Ask some pupils to read out their text in front of the class. The other pupils should discuss these texts.



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## ● LINKS

### International Organisation for Migration (IOM)

[www.iom.int](http://www.iom.int)  
Rue Montoyer 40  
1000 Brussels  
Belgium

### United Nations High Commissioner for Refugees (UNHCR)

[www.unhcr.org](http://www.unhcr.org)  
Rue van Eyck 11b  
1050 Brussels  
Belgium

*European Commission*  
*European Parliament*  
*ICRC - International Committee of the Red Cross*  
*Council of Europe*  
*UN*

<http://ec.europa.eu>  
<http://www.europarl.europa.eu>  
<http://www.icrc.org>  
<http://www.coe.int>  
<http://www.un.org>

*European Youth Forum*  
*European Youth Portal*  
*Against all Odds: educational game about refugees*

<http://www.youthforum.org>  
<http://europa.eu/youth>  
<http://www.playagainstallodds.com/>

*JRS*  
*December 18th*  
*Human Rights Watch*  
*Amnesty International*  
*Migrants Rights International*  
*Platform for International Cooperation  
on Undocumented Migrants*  
*European Council on Refugees and Exiles*  
*Refugee Education Trust*

[www.jrs.net](http://www.jrs.net)  
<http://www.december18.net>  
<http://hrw.org>  
<http://www.amnesty.org>  
<http://www.migrantwatch.org>

<http://www.picum.org>  
<http://www.ecre.org>  
<http://www.r-e-t.com>

*Eurasyllum*  
*MPG - Migration Policy Group*  
*Migration Policy Institute*  
*Forced Migration Online*

<http://www.eurasyllum.org>  
<http://www.migpolgroup.com>  
<http://www.migrationpolicy.org>  
<http://www.forcedmigration.org>

### **Belgique/België**

Centre d'égalité des chances  
Centrum voor gelijkheid van kansen  
en voor racismebestrijding

[www.diversite.be](http://www.diversite.be)

[www.diversiteit.be](http://www.diversiteit.be)

Commissariat général aux réfugiés et aux apatrides  
Commissariaat generaal voor de Vluchtelingen en  
de Staatlozen

[www.cgra.org](http://www.cgra.org)

[www.cgvs.be](http://www.cgvs.be)

FEDASIL

[www.fedasil.be](http://www.fedasil.be)

### **Ceska republika**

Sdružení pro integraci a migraci  
OPU  
SOZE  
Ministerstvo vnitra České Republiky

<http://www.uprchlici.cz/>

[www.opu.cz](http://www.opu.cz)

[www.soze.cz](http://www.soze.cz)

[www.mvcr.cz](http://www.mvcr.cz)

### **Deutschland**

Bundesamt für Migration und Flüchtlinge  
Zuwanderung  
Das Integrationsportal

[www.bamf.de](http://www.bamf.de)

[www.zuwanderung.de](http://www.zuwanderung.de)

[www.integration-in-deutschland.de](http://www.integration-in-deutschland.de)

### **Eesti**

Kodakondsus- ja Migratsiooniamet  
Eesti Migratsioonifond  
Inimkaubanduse ennetamine:  
metodologia tööks noortega

[www.mig.ee](http://www.mig.ee)

[www.migfond.ee](http://www.migfond.ee)

Käsikäes: Pagulaste ja varjupaigataotlejate  
laste integreerimine Eesti haridussüsteemi

[http://iom.fi/content/  
view/35/47/#Prevention\\_2005](http://iom.fi/content/view/35/47/#Prevention_2005)

[http://www.meis.ee/est/  
raamatukogu/?view=view&ID=178](http://www.meis.ee/est/raamatukogu/?view=view&ID=178)

### **Ελλάδα**

Ινστιτούτο Μεταναστευτικής Πολιτικής  
UN Greece

[www.imepo.gr](http://www.imepo.gr)

[www.ungreece.org](http://www.ungreece.org)

### **España**

Comisión española de Ayuda al Refugiado  
Ministerio de Trabajo e Inmigración  
Ministerio de Interior

[www.cear.es](http://www.cear.es)

[www.mtin.es](http://www.mtin.es)

[www.mir.es](http://www.mir.es)

### **France**

Ministère de l'immigration, de l'intégration,  
de l'identité nationale et du développement solidaire  
Office français pour la protection  
des réfugiés et des apatrides

<http://www.immigration.gouv.fr>

<http://www.ofpra.gouv.fr/index.html>

### **Ireland/Eire**

National Action Plan Against Racism  
Forum on Migration and Communication

<http://www.diversityireland.ie/>

<http://www.fomacs.org>

### **Italia**

Ministero dell'Interno  
Consiglio Italiano per i Rifugiati

[www.interno.it](http://www.interno.it)

[www.cir-onlus.org](http://www.cir-onlus.org)

### **Κύπρος**

Υπηρεσίας Ασύλου

[http://www.moi.gov.cy/MOI/asylum/Asylum.  
nsf/DMLindex\\_gr/DMLindex\\_gr?OpenDocument](http://www.moi.gov.cy/MOI/asylum/Asylum.nsf/DMLindex_gr/DMLindex_gr?OpenDocument)

### **Latvija**

Pilsonības un migrācijas lietu pārvalde  
Latvijas valsts mājas lapa par bēgļu lietām

[www.pmlp.gov.lv](http://www.pmlp.gov.lv)

[www.refugees.lv](http://www.refugees.lv)



### **Lietuva**

Darbaz  
Migracijos Informacijos Centras

[www.darbaz.lt](http://www.darbaz.lt)  
[www.iom.lt/infocentras](http://www.iom.lt/infocentras)

### **Luxembourg**

Ministère des Affaires Etrangères et de l'Immigration

<http://www.mae.lu>

### **Magyarország**

Bevándorlási és Állampolgársági Hivatal (BÁH)  
Menedék Migránsokat Segítő Egyesület  
IOM Közép- és Délkelet-Európai Regionális Képviselete:  
ENSZ Menekültügyi Főbiztosság Közép-Európai Regionális Képviselete:

<http://www.bmbah.hu/>  
<http://menedek.hu/>  
[www.iom.hu](http://www.iom.hu)  
[www.unhcr.hu](http://www.unhcr.hu)

### **Malta**

Koperazzjoni Internazzjonali  
People for change Malta

[www.kopin.org](http://www.kopin.org)  
<http://www.pfcmalta.org/>  
<http://www.pfcmalta.org/teachtheworld.html>

### **Nederland**

VluchtelingenWerk Nederland  
Centraal Orgaan opvang asielzoekers

[www.vluchtelingenwerk.nl](http://www.vluchtelingenwerk.nl)  
[www.coa.nl](http://www.coa.nl)

### **Österreich**

Nationaler Kontaktpunkt Österreich  
im Europäischen Migrationsnetzwerk  
Beratungszentrum für Migranten und Migrantinnen

[www.emn.at](http://www.emn.at)  
<http://www.migrant.at>

### **Polska**

Polskie Forum Migracyjne  
Polacy za granicą, cudzoziemcy w Polsce

<http://www.forummigracyjne.org/pl/index.php>  
<http://www.migracje.gov.pl/>

### **Portugal**

Ministério da Administração Interna  
Alto Comissariado para a  
Imigração e Diálogo Intercultural

<http://www.mai.gov.pt/>  
<http://www.acidi.gov.pt/>

### **Slovenija**

Slovenska filantropija  
Ministrstvo za notranje zadeve

<http://www.filantropija.org/>  
[http://www.mnz.gov.si/si/delovna\\_podrocja/  
upravno\\_notranje\\_zadeve/](http://www.mnz.gov.si/si/delovna_podrocja/upravno_notranje_zadeve/)

### **Suomi**

Suomen Pakolaisapu  
Pakolaisneuvonta ry

[www.pakolaisapu.fi](http://www.pakolaisapu.fi)  
[www.pakolaisneuvonta.fi](http://www.pakolaisneuvonta.fi)

### **Slovensko**

Migračné informačné centrum IOM  
Liga za ľudské práva

[www.mic.iom.sk](http://www.mic.iom.sk)  
[www.hrl.sk](http://www.hrl.sk)

### **Sverige**

Webbsida rörande migration  
Regeringens webbsida om asyl  
UNHCRs webbaserade upplevelse  
- och kunskapsspel om flyktingar

[www.migrationsverket.se](http://www.migrationsverket.se)  
[www.regeringen.se](http://www.regeringen.se)  
[www.motallaadds.org](http://www.motallaadds.org)

### **United Kingdom**

UK Borders Agency  
Refugee Council UK  
IOM UK office

<http://www.bia.homeoffice.gov.uk/>  
<http://www.refugeecouncil.org.uk>  
[www.iomuk.org](http://www.iomuk.org)



