MANUAL FOR TEACHERS AND EDUCATORS

TO EMPOWER YOUNG PEOPLE ON SDGS AND MIGRATION

START THE CHANGE
MANUAL
FOR TEACHERS
AND EDUCATORS

TO EMPOWER YOUNG PEOPLE
ON SDGS AND MIGRATION

REVISED EDITION
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Human mobility is a phenomenon that is part of humanity’s history: people have always moved, looking for a better standard of life than the situation they left behind. Everywhere you look in the world, millions of people have moved from a near or distant place to settle in their current home.

Human migration today has specific characteristics. Places of origin are often developing countries with a moderate level of human development. People who decide to migrate are unsatisfied with their economic and social conditions. People leave their land because of war, conflict, violence, poverty, lack of opportunities or work to provide for basic needs and livelihood. Climate change causes natural disasters and makes the soil unproductive. People flee because they are persecuted due to their ethnic or religious identity, or because they are women.

Other people are victims of abuse or suffer a lack of freedom and democracy. However, the dynamics of human migration are complex: refugees fleeing wars and catastrophes generally move to neighbouring countries, usually another developing country and only a small percentage migrate to Europe or North America. So-called ‘economic migrants’ move towards countries with developed economies, following the simple logic of labour market supply and demand and therefore they are mutually functional. There is also a clear demographic requirement within Europe, because the aging resident population puts the economic system and public finances at risk in the coming years.
Human mobility is rooted in an issue that transcends all boundaries: inequality, a serious violation of fundamental human rights. Inequality between countries and geographical areas represents the structural cause of migration, and therefore the migrant can be seen as the personification of inequality.

The key word that will guide the global community’s commitment for the next few years is ‘Sustainability’. Global problems become the joint responsibility of all nations, without distinguishing between developed and developing countries. The UN Sustainable Development Goals (SDGs) take all aspects of sustainability into account: economic, social, environmental and cultural. It is clear that achieving the SDGs within a single nation state contributes to the sustainability of the planet as a whole. And it is equally clear that the starting position of Agenda 2030 is a profound imbalance between countries and geographical areas. Differences in income, life expectancy and development opportunities between countries are extreme and therefore unacceptable.

The Start the Change project is a strategy to empower young people as active global citizens, linking the phenomenon of migration with SDGs. Migration is a manifestation of and a response to the inequalities between countries of origin of migrants and countries receiving them. European youth activism for SDGs needs to include a critical understanding of the most visible phenomenon (migration), and recognize the exaggerated perceived ‘danger’ of migration within the European collective imagination.

We need to look critically at an issue, and from diverse viewpoints, before we can understand it fully. We must work to promote informed and flourishing activism in young people to spread the seeds of tolerance and respect in our society, to nourish the principle of joint global responsibility for challenges and to achieve the ultimate goal of sustainability, together.

Mario Mancini  
President of Progettomondo.mlal
The Start the Change project aims to improve education provision linked to the Sustainable Development Goals (SDGs) in 12 European countries, with a special emphasis on the relationship between migration and global inequality, and contributing to the fulfilment of the 2030 Agenda for Sustainable Development. We will do this through an innovative, replicable educational model supporting young people’s active global citizenship.

This manual was written by project partners, experts and educators, each with a specific point of view determined by their local circumstances and the nature of their organisation. The project partnership is a diverse one and includes human rights organisations, NGOs, educational organisations and youth organisations, so collectively offering a wide overview of the topics covered.

We hope the manual will offer support to teachers and educators as you design innovative teaching and learning activities to inspire young people towards active global citizenship.

The first part of the guide (THINK) describes the educational model proposed by Start the Change. Service Learning gives an overview of a pedagogical approach that promotes a new perspective to acquiring global citizenship knowledge, skills and attitudes - not just in the classroom but also through direct experience of working on real issues in the community.
Participative methodologies are the basis of all good global citizenship education, and youth empowerment can be enhanced through peer to peer approaches.

The second part of the guide (LEARN) is dedicated to enhancing teachers’ and educators’ knowledge of the contents of the project: the Sustainable Development Goals, inequality and migration issues. Storytelling can be used to develop short film storylines on Start the Change issues. Educational activities can be enriched by using ICT to promote global learning and include voices and experiences from the Global South.

The third part of the guide (DO) is dedicated to activities and methodologies to help young people explore these issues and inspire them to take action in their communities.

We hope you will join us to Start the Change.

Gianni Cappellotto
General Coordinator of Start the Change Project
Madre Coraje. Global education team during a workshop on methodologies. Spain June 2017
PART 1: THINK
In an increasingly interconnected and interdependent world, it is important that we are willing to engage in dialogue and think critically about global topics. Migration is perceived as one of the most profoundly challenging global issues for European societies today. It is often closely associated with ‘crises’ and ‘problems’, forgetting that this is a social and historical phenomenon which has made a positive contribution to the communities in which we live, and which continues to do so. Only by promoting new perspectives on migration can we contribute to progress on the UN Sustainable Development Goals (SDGs) – a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity by 2030.

In today’s society, developing informed, critical, responsible and active citizens is not a simple task. Everyone needs an opportunity to act to change the context of their own lives and the lives of others, in a positive way, as a way of experiencing what it means to be a global citizen. We must create educational spaces where young people can develop their capacity to change the world as global citizens, equipping them with the tools to take action for the change they want to see.

“Education gives us a profound understanding that we are tied together as citizens of the global community, and that our challenges are interconnected.”

Ban Ki Moon, UN General Secretary
Beginning in the classroom, *Start the Change* promotes an educational model focused on action for positive change, introducing new narratives on issues and providing learners with concrete experience of participation as active global citizens. *Start the Change* aims to address the challenge of creating equal, welcoming and inclusive societies by creating strong alliances between school and the community where knowledge, awareness and critical thinking can be developed and experienced.

The most innovative element of this model lies in the creation of a bridge between school and society, learning and taking action, and personal, local and global dimensions. The key elements of *Start the Change* are:

- **Supporting and promoting schools** who are able to view and understand local challenges with a global lens
- **Promoting educational spaces** which develop critical thinking and challenge stereotypes and prejudices on migration issues
- **Promoting methodologies** to stimulate active youth participation both inside and outside school
- **Creating synergies and partnerships** between schools, associations, organisations and institutions involved in issues related to the SDGs and migration. Promoting a shared responsibility for global issues.

![A group of representatives of MANTHOC demonstrate in front of Ministry of Education for their rights (Lima, Peru, June 2017)](image)
GLOBAL CITIZENSHIP EDUCATION*

What is it?
Global citizenship refers to a sense of belonging to a broader community and common humanity. It emphasises political, economic, social and cultural interdependency and interconnectedness between the local, the national and the global. (UNESCO, Global Citizenship Education: Topics and Learning Objectives, 2015).

Principles
The core conceptual dimensions of global citizenship education are:

- **Cognitive**: the HEAD. To acquire knowledge and understand global, regional, national and local issues and the interconnectedness and interdependency of different countries and populations.

- **Socio-Emotional**: the HEART. To have a sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity.

- **Behavioural**: the HANDS. To act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world.

Global citizenship education aims to be **transformative**, building the knowledge, skills, values and attitudes (see Appendix) that learners need to be able to **contribute to a more inclusive, just and peaceful world**. Global citizenship education takes a multifaceted approach, employing concepts and methodologies already applied in other areas, including human rights education, peace education, and sustainable development education and aims to advance their common objectives.

ACTIVE YOUTH CITIZENSHIP

What does it mean?
The term citizenship is strongly linked to democracy and democratic values. Democratic societies are more likely to thrive if they consist of politically literate citizens who contribute positively to political and public life as voters, community members and informed, active citizens. To manage social and environmental challenges within countries we need citizens who take an active role in society, who are not only informed about problems but are able to engage and take action on them.

One of the aims of citizenship education is for learners to develop an interest in and a commitment to participation in activities which contribute to positive change. Active citizenship involves learning how to influence decisions, improve communities and solve problems together. Citizenship can be interpreted in three ways: as an awareness of developing a sense of belonging or identity to feel part of the global community, as a status related to the concept of ‘nationality’, but above all as an experience, a concept to act and practise helping to build the world that we want to see.

How can we develop young people as active citizens?
Education can play an important role in building an active civil society, by providing a space where students can have a say and take responsible action in their community – be it school or further afield. Students can also develop the knowledge, skills, values and attitudes which are essential for dealing with the demands of an increasingly interconnected and interdependent world.

Teachers can play a key role in this as motivators and facilitators. Young people are powerful agents of change, and by facilitating active global citizenship using participatory methodologies we can support learners to move from thinking to planning and participating in meaningful action.
SCOTTISH EDUCATIONAL PRIORITIES

Start the Change takes an innovative approach to developing young learners as informed and active citizens. It can also help schools deliver on a range of Scottish educational priorities:

• The four capacities of the Curriculum for Excellence
• The national pupil entitlement to Learning for Sustainability Getting it Right for Every Child (GIRFEC)
• GTCS Standards:
  • Professional Values and Personal Commitment: Social Justice
  • Knowledge and Understanding: e.g. 2.1.2 “know how to work with the local and global community to develop realistic and coherent interdisciplinary contexts for learning, particularly in relation to sustainability”
• HGIOS 4 – “The themes of leadership, partnership, shared values, wellbeing, social justice and equality...are the foundation stones of an excellent school”
• Developing our Young Workforce
• OECD Global Competencies*
• Sustainable Development Goal 4.7 – “by 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development...”

Useful links:
• UNESCO Global Citizenship - bit.ly/UnescoGC
• How good is our school? - bit.ly/selfevaluationscotgov
• *OECD Global competencies - bit.ly/oecdgc
• Education for Global Citizenship: A Guide for Schools
• Global Citizenship in the Classroom: A Guide for Teachers
• Teaching Controversial Issues Guide
The last three are accessible from www.oxfam.org.uk/education/who-we-are/global-citizenship-guides
A woman participating at a literacy teaching session in Burkina Faso.

Madre Coraje. Students of Communication during a workshop in the University of Sevilla, Spain. October 2017.
What is Service Learning?
Schools often provide learners with experiences of taking action in response to issues which are felt to be urgent. Whilst these experiences generally have educational value, they are often not fully integrated into the curriculum. Service Learning links meaningful learning through action in the community to learning in the classroom. It is a very popular in the United States and Latin America and increasing in popularity across Europe.

So what does it look like in practice?
On the border between Barcelona and Hospitalet there is a pre-school where the walls are decorated with murals inspired by Mirò. The murals tell an inspiring story. It all began when teachers from the nearby art institute suggested that their students paint the whitewashed walls of the newly built school which students saw every day whilst they travelled reluctantly to college. This was a group of disadvantaged students who did not feel that their school had anything to give, marginalized young people, from a difficult suburb where life wasn’t easy. The walls are a perfect place for students to express their anger and frustration through graffiti.

The young people agreed to take this on as a project and the Mirò Foundation was enlisted to train the youths in the art of mural painting.
After training, they went into the pre-school. Each student was accompanied by two young children as helpers. This meant the young students had to behave well to set a good example to the younger children. In the eyes of the preschoolers the older youth become superheroes who could paint wonderful pictures.

When the work was completed, the students were recognised by the mayor for being citizens who made their neighbourhood more beautiful. They, the marginalized, the bored, the rebels, had become model citizens.

What the students of Hospitalet experienced is the pedagogical approach of ‘Service Learning’ (active learning in the community). This approach began a few decades ago in the United States. Educators such as John Dewey and Paulo Freire provided the philosophical underpinnings for a rethinking of education, while social activists such as Martin Luther King provided inspiration for active citizenship. Service learning then spread rapidly from Latin America and now it is found in all areas of the world.

Service Learning is a pedagogical model which connects meaningful service in the community to classroom learning. It uses active and participatory methodologies to provide rich experiential learning opportunities for students and valuable service for schools and local communities. It develops learners’ knowledge and understanding of issues (the head), values and attitudes (the heart) and skills to act (the hands). Empowerment of students towards social needs gives an important return; ‘service’ is not a one-way path from those who offer it to those who receive it. It is not charity or welfare dependency, but a form of mutual help in which one gives but also receives, not only in terms of personal gratification, but also in learning.

**Service Learning Quality Standard**

Service Learning is a flexible approach, easily adapted to different school levels, community needs and curricular goals.

Whilst there may be a great variety of experiences which reflect the different cultural contexts in which schools operate, there are some common elements which characterise Service Learning:
• The action taken must relate to a need present in the community, and what is done is not done for, but with the members of the community where the action takes place. In other words, it is not charity or welfare dependency
• The students actively participate in all stages of the project, from its inception to its evaluation
• The action taken isn’t unrelated to what the students learn at school, but is fully integrated into the curriculum and creates richer and more meaningful learning experiences that ‘stick’
• The Service Learning project is open to collaboration with many stakeholders such as parents, local NGOs and community groups. Fostering co-operation and networking
• The experience is documented and self-evaluation tools are used to reflect on the process and outcomes to see what has been achieved. Reflecting on the learning is hugely important to the educative potential of the project.

In this way, solidarity/active citizenship is not something which is taught in classrooms but not practised in life or, conversely which focuses on the students’ extra-curricular experience but is unrelated to their academic learning. The Service Learning approach allows us to bridge the gaps between academic learning and real life, and between out of context values and lived values.
Service Learning Identity Card
To summarise its distinctive features, Service Learning is:

1. **Curricular** - used as a teaching strategy to meet learning goals
2. **Research oriented** - students identify an issue or need and then identify an action to solve it
3. **Focused on skills** - students develop and test their knowledge and skills through addressing real life problems in the community
4. **Interdisciplinary** - most problems are complex so require different areas of knowledge and understanding to find a solution
5. **Geared towards meaningful learning** - there will be more impact when the project is linked to learning and responds to the individual motivations of students
6. **Collaborative** - the design and implementation of Service Learning projects engages the class group, which becomes a learning community. Personal commitment is indispensable for the group to succeed
7. **Participatory** - it is not welfare dependency or charity, but a collaboration with the targeted ‘audience’ who are involved as equal partners. They don’t simply receive help but they themselves are a resource for the growth of students
8. **Geared towards social responsibility** - school isn’t separate from society but entails a specific social responsibility. Service Learning allows you to experience direct involvement in active citizenship initiatives
9. **Transformative** - social responsibility is translated to a commitment to improve. The improvement is first and foremost a personal one. It is about the student who is acting with the community, but it is also social, something that improves real life for many people.

The phases of a Service Learning Project
Service Learning Projects are curricular, so they become fully embedded into teaching and learning. Projects don’t need to follow a rigid structure, but there are some aspects which characterise them. The Higher Education School on Service Learning has provided a useful framework highlighting some of the main features and their significance (overleaf).
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A pedagogical revolution

Schools committed to an education which promotes the values of active citizenship may find Service Learning a very useful approach to teaching and learning. However, it is important to note that Service Learning is not a curriculum enrichment proposal, but a **rethinking** of the curriculum. It is not something to be viewed as an add-on to normal teaching practice and something else to be crammed into an already crowded curriculum, nor is it a new teaching method. It is much more: a pedagogical approach which leads to a rethinking of content and methods according to the logic of a ‘transformational improvement’ of the reality. From this point of view it can be considered not as an innovation, but a revolution: a change of paradigm.

Reference

*Italo Fiorin is the Director of Higher Training School “Educare all’incontro e alla Solidarietà” of LUMSA University in Rome.*

Useful Resources:
**Get Global: a skills-based approach to active citizenship**
bite.ly/actionaidschoolsgetglobal

**Start Now! Activate Toolkit**
bite.ly/startnowactivetoolkit

**Service Learning: lesson plans and projects**
bite.ly/servicelearninglessonplans
A group of representatives of MANTHOC demonstrate in front of Ministry of Education for their rights (Lima, Peru, June 2017)

Children and Adolescents of MANTHOC during their National Assembly (Villa El Salvador, Lima, Peru, January 2017)
INTRODUCTION

Participative methodologies sit at the heart of all global citizenship education, and create the opportunities to develop effective communication, critical analysis, in-depth questioning and shared solutions to common problems. Participative methodologies aim to involve, motivate and inspire participants, providing them with the tools they need to be agents of change; taking informed and reflective action on an issue, individually or collectively.

Participative methodologies are an integral part of the Start the Change educational model to promote active citizenship in young people. In the context of this guide, peer education is the process whereby motivated young people undertake educational activities and share information and experiences with their peers, leading to changes in the knowledge, attitudes, values or behaviour of their peers. A peer is someone who has equal standing with another with regards to age, background, social status and interests. Peers play a critical role in the psychosocial development of adolescents. They provide opportunities for personal relationships, social behaviour and a sense of belonging to a social group.
Research suggests that adolescents are more likely to modify their behaviours and attitudes if they receive the message from peers who face similar concerns and pressures (Wye et al. 2006). A young person’s peer group has a huge influence on their attitudes and behaviour, and peer education makes use of this peer influence in a positive way.

Peer education can take place in small groups in a variety of formal and informal settings such as schools, clubs or wherever young people gather. Interactive techniques used in peer education can include small group presentations, role plays, games, brainstorming, small group discussions, case studies, quizzes and so on.

**Why peer education is considered useful**

- The wide impact ranges from the societal level to the individual
- People are more likely to change behaviour or attitudes as they subjectively trust the judgement of close, trusted peers
- Information is transmitted more effectively by peers, particularly on issues that are culturally sensitive or taboo
- Peer education contributes to the sustainability and effectiveness of a programme
- Peer education is a way to empower young people. It offers them the opportunity to participate in activities that affect them and to influence what is happening around them
- Peers can learn new skills, acquire practical experience and be aware of new possibilities.
WHAT CAN YOU DO AS AN EDUCATOR?

- Be a facilitator for youth activism: young people can continue their commitment outside school or curricular time with the *Start the Change* youth officer: you are not alone!
- Including participative methodologies in your teaching and learning will help develop young people as active citizens
- Students who are interested in the issues you are exploring in the classroom can be given opportunities to promote awareness among their peers
- Start from young people’s interests in the issues of the project
- Motivate students to have an active and leading role in the project
- Create links between school and the local community
- At the end of your classroom teaching on this topic, ask your students to organize an initiative in school to raise awareness amongst their peers about the issues you have been exploring.

The *Ladder of participation* is a model developed by Roger A. Hart (1992) which identifies eight levels of youth participation in projects. This ladder can be used to think more closely about the nature and purpose of youth participation in projects. How could your students’ involvement in this project or unit of work go up a ring or two?
Ladder of participation model developed by Roger A. Hart.

INCREASING LEVELS OF PARTICIPATION

8. Young people’s initiative, decisions made in partnership with adults

7. Young people’s initiative and leadership

6. Adults’ initiative, joint decisions

5. Adults make decisions, young people are consulted and informed

4. Young people are assigned tasks and informed how and why they are involved in a project

LEVELS OF SEEMING INVOLVEMENT

3. Participation for show - young people have little or no influence on their activities

2. Decoration - young people help implement adults’ initiatives

1. Manipulation - adults use young people to support their own projects and pretend they are result of young people’s inspiration
**Tips to remember**

1. **Good peer education involves young people and adults working together to achieve the goals of a programme.** It is crucial for the overall success of the programme to build an effective and respectful partnership between young people and adults: one in which each has the opportunity to make suggestions and decisions, and in which the contribution of each is recognized and valued.

   **How you can Start the Change:**
   - Act in such a way that young people know they are respected and that you trust them to make significant contributions
   - Recognize that both young people and adults have abilities, strengths and experience to contribute and that pupils have an equal voice in decision making
   - Welcome, encourage and affirm contributions and insights from both young people and other adults
   - Set clear goals for the partnership so that all participants of the project understand their roles and responsibilities
   - Try to involve young people in the decision-making process as much as possible
   - Provide capacity building and training so that all the participants are well prepared, for example in communication, leadership, assertiveness skills, collaborative work, working with young people or adults, interviewing etc.
   - Keeping the common goal in mind can help resolve conflicts arising out of different communication styles
   - Keep young people involved in the planning and ensure meeting times are accessible to them
   - Think to the future – after the project where could participants use their newly acquired skills?

2. **Researching young people’s interests around the topic of migration and SDGs will ensure that the peer education will set off on the right track.**

   **How you can Start the Change:**
   - *Informal discussions.* Just listening to young people and talking to them in a friendly manner may generate honest answers and opinions on things they want to talk about and not the things they are asked
   - *Questionnaires* with 6-10 questions. Try not to have too many open questions, since people tend to skip them
   - *Focus group* method. Young people may feel more comfortable and secure if they are discussing topics in a group of their peers. This method gives a diverse range of opinions, thoughts and suggestions.
3. Explaining the advantages and opportunities they can get from being part of the project will help motivate young people to get involved. By creating a friendly atmosphere and supportive relationship between everyone, young people will feel more comfortable in the group.

How you can *Start the Change*:

- Advertise your intention to ‘recruit’ young people through posters and the school website as well as introducing the opportunity to them in class
- Anyone interested and motivated to be part of the project should have a chance to participate.

4. Young people need to have a chance to have training if new skills are needed. Peer education training could cover specific topics such as:

- *Status and needs of target group* (their background, social characteristics, education level, etc.)
- *Developing presentation and communication skills* (it’s important to be able to communicate topics such as migration or SDGs with a certain level of competence whilst also being accessible enough for other peers to understand)
- *Models and methods of educating the target group that young people could use after training*
- *Peer to peer and team building*. (This may be done using Facebook or other social media groups, or by using emails, regular Skype or personal meetings)
- *Development of self-confidence* (to be confident enough to communicate about these topics to peers without problems and be prepared to face some possible challenging situations that could occur during workshops or presentations)
- *Evaluation* (to see if young people feel empowered and confident enough to spread awareness among others and also to make changes to their approach based on feedback and recommendations of peers).
How you can *Start the Change*:
• Actively involve your students in the units of work you deliver in class and motivate them to deliver some sessions with their fellow learners
• Keep in contact with the *Start the Change* project staff because young people’s involvement could continue outwith school with the *Start the Change* project Youth Officer.

5. Evaluation should be systematic and happen on a regular basis
How you can *Start the Change*:
• Involve your students in specific evaluation sessions (*e.g.* Self-reflection and group reflection, Meetings, On-line diary after each activity completed by peers, Survey after each activity, Questionnaire before an activity.. Remember that young people have the possibility to continue their commitment outside.

**USEFUL LINKS**
• Peer Education Toolkit designed to help programme managers and master trainers of peer educators: www.unfpa.org/resources/peer-education-toolkit
• Peer education resources for implementing or supporting peer education programmes in communities: www.advocatesforyouth.org/resources-tools
• My-Peer Toolkit supporting implementation and evaluation of peer-based programmes for young people using good practice guidelines: www.mypeer.org.au
• Sources for the practice of youth-adult partnership: www.actforyouth.net/youth_development/engagement/partnerships.cfm
RESOURCES

- Training of trainers manual youth peer education toolkit. (2005) New York, NY [etc.]: [United nations population fund (UNFPA) [etc.]
PART 2: LEARN
SUSTAINABLE DEVELOPMENT GOALS AND MIGRATION

What is the 2030 Agenda?
The 2030 Agenda for Sustainable Development was adopted in 2015 by 193 UN member states. It is a framework for global development with 17 goals and 169 associated targets. The strength of the 2030 Agenda is its universality, its complexity and its vision to transform our world. It encourages us to take the bold and transformative steps which are urgently needed to shift the world onto a sustainable path.

The purpose of the Agenda’s Sustainable Development Goals (SDGs and also known as the Global Goals), is to mobilize action over the next decade towards ending poverty and hunger, protecting the planet and ensuring that all people enjoy peace and prosperity. The goals work in the spirit of partnership and pragmatism to improve life in a sustainable way - for our children and future generations to come.

The 2030 Agenda embodies the following core principles:

1. **Universality:** The Agenda is universal in scope and commits all countries. It is applicable all over the world – to governments, businesses and civil society – in all contexts and at all times. The SDGs call for action by all countries (poor, rich and middle-income) to promote prosperity while protecting the planet.

2. **Leaving no-one behind:** The 2030 Agenda seeks to benefit all people and by reaching out to all people in need and deprivation commits to leaving no-one behind.
3. **Interconnectedness and Indivisibility:** The Agenda rests on the interconnected and indivisible nature of its 17 SDGs. Often the key to success in one goal will involve tackling issues more commonly associated with another. It is crucial to treat them in their entirety.

4. **Multi-Stakeholder Partnerships:** Only through all sectors of society working together to share knowledge, expertise, technology and financial resources, will we achieve the SDGs in all countries.
End poverty in all its forms everywhere.
Giving people in all parts of the world the support they need to lift themselves out of poverty, in all its manifestations, is the very essence of sustainable development. Although the global rate of extreme poverty has been reduced by more than half since 2000, intensified efforts are required to boost the incomes, alleviate the suffering and build the resilience of those still impoverished, particularly in sub-Saharan Africa. Social protection systems need to be expanded and risks mitigated for disaster-prone countries, which tend to be among the world’s poorest countries.

End hunger, achieve food security and improved nutrition, and promote sustainable agriculture.
Tackling hunger cannot be addressed solely by increasing food production. Well-functioning markets, increased incomes for smallholder farmers, equal access to technology and land, and additional investments all play a role in creating a vibrant and productive agricultural sector that builds food security.

Ensure healthy lives and promote well-being for all at all ages.
Over the past 15 years, reproductive, maternal and child health have improved greatly. The incidence of communicable diseases has declined, as have premature deaths. Health services have been upgraded but to meet the 2030 targets these interventions need to be expanded, particularly in regions with the highest burden of disease.
Ensure inclusive and quality education for all and promote lifelong learning.
Despite considerable progress in school enrolment, millions of children remain out of school, especially where educational systems struggle to keep up with population growth. Even when more children are enrolled, many do not acquire the basic skills. Quality education is hampered by the lack of trained teachers and adequate school facilities. Achieving this Goal will require intensified efforts (particularly in sub-Saharan Africa and Southern Asia), targeted to vulnerable populations, specifically people with disabilities, indigenous people, refugees and the rural poor.

Achieve gender equality and empower all women and girls.
Gender inequality persists worldwide, depriving women and girls of their basic rights and opportunities. Achieving gender equality and the empowerment of women and girls will require more vigorous efforts, including legal frameworks, to counter deeply rooted gender-based discrimination that often results from patriarchal attitudes and related social norms.

Ensure access to water and sanitation for all.
Sustainable water resources are essential to human health, environmental sustainability and economic prosperity. Currently, more than 2 billion people are affected by water stress, which will only increase with population growth and the effects of climate change. Meeting the goal of universal access to drinking water, sanitation and hygiene is crucial to further progress in health, education and the eradication of poverty.
Ensure access to affordable, reliable, sustainable and modern energy for all.
This requires expanding access to electricity and clean cooking fuels and technologies, as well as improving energy efficiency and increasing the share of renewable energy. Increased financing and bolder policies are required, along with the willingness of countries to embrace new technologies on a much more ambitious scale.

Promote inclusive and sustainable economic growth, employment and decent work for all.
This would allow the provision of more resources for education, health, personal consumption, and transport, water and energy infrastructure. Economic growth can also lead to new and better employment opportunities, but needs to be sustainable, and should not involve the depletion of a country’s natural resources which would simply shift the burden of environmental degradation and damage on to future generations.

Build resilient infrastructure, promote sustainable industrialisation and foster innovation.
Investment in transport, energy and communications infrastructure is essential for the development of innovation and sustainable business. These drivers can help countries reduce poverty by creating job opportunities and stimulating sustainable growth.
Reduce inequality within and among countries. Income inequality has declined in many of the countries that have experienced sustained economic growth, while increasing in countries with negative growth. Meanwhile, the voices of developing countries in international economic and financial decision-making still need to be strengthened. And, while remittances can be a lifeline for families and communities in the home countries of international migrant workers, the high cost of transferring money continues to diminish the benefits.

Make cities inclusive, safe, resilient and sustainable. The pace of urban growth has been unprecedented. Urban dwellers now outnumber their rural counterparts. By 2016, nearly 4 billion people—54 per cent of the world’s population—lived in cities. That number is projected to reach 5 billion by 2030. Rapid urbanization brings enormous challenges, including growing numbers of slum dwellers, increased air pollution, inadequate basic services and infrastructure, and unplanned urban sprawl—which also make cities more vulnerable to disasters.

Ensure sustainable consumption and production patterns. Sustainable production uses fewer resources for the same value of economic output, and sustainable consumption reduces the need for excessive resource extraction. Over the first decade of this century, however, the material footprint, (the amount of raw material extracted to meet consumption demand), increased globally, as did the amount of material used in production processes.
Take urgent action to combat climate change and its impacts.
Global temperatures continued to increase in 2018, setting a new record of around 1.1 degrees Celsius above the pre-industrial period. In January 2018 the extent of global sea ice fell to its lowest on record. Atmospheric CO2 levels exceeded 400 parts per million. In addition to rising sea levels and global temperatures, extreme weather events are becoming more common and natural habitats such as coral reefs are declining. These changes affect people everywhere, but disproportionately harm the poorest and the most vulnerable.

Conserve and sustainably use the oceans, seas and marine resources.
Oceans cover almost three quarters of the planet, comprising the largest ecosystem on Earth. Large coastal populations in every region depend on them for their livelihoods and prosperity. Oceans also provide priceless environmental services: they generate half the oxygen we breathe, support a wealth of marine resources and act as a climate regulator. Ocean acidification, overfishing and marine pollution are jeopardizing progress in protecting the world’s oceans. Developing small-island communities are the most threatened.

Sustainably manage forests, combat desertification, halt and reverse land degradation, halt biodiversity loss.
Protected and restored ecosystems and the biodiversity they support can help mitigate climate change and provide increased resilience in the face of increased human pressures and mounting disasters. Healthy ecosystems also produce multiple benefits: clean air, water, food, raw materials and medicines, to name a few. Moreover, from 1998 to 2013, about one fifth of the Earth’s land surface covered by vegetation showed persistently declining trends in productivity. Soil and land degradation undermines the security and development of all countries.
Promote just, peaceful and inclusive societies. Violent conflicts have increased in recent years, and a number of high-intensity armed conflicts are causing large numbers of civilian casualties and driving millions of people from their homes. Data show that countries with higher income inequality suffer from higher levels of violence. Poorer countries and regions tend to be sources of victims for human traffickers and are more prone to corruption. In response, legal frameworks and institutions are being put in place, i.e. on access to information and human rights promotion, but implementation does not always follow suit.

Revitalize the global partnership for sustainable development. Attaining the Goals will require coherent policies, an enabling environment for sustainable development at all levels and by all participants, and a reinvigorated Global Partnership for Sustainable Development.
### DEFINITIONS

| **Refugee**  
| 22.5 million refugees globally  
| (UNHCR Statistical Yearbook 2015) | Someone who has been forced to flee their country because of persecution, war or violence. A refugee has a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership of a particular social group. Most likely they cannot return home or are afraid to do so. War and ethnic, tribal and religious violence are leading causes of refugees fleeing their countries. 86% of refugees are hosted in low-and middle-income countries (2.9 million in Turkey, 1.5 million in Lebanon, 1.4 million in Pakistan). |

**Resettlement:** this is a way of protecting those refugees who are most at risk of harm – people who have been tortured, for example, or women at risk of abuse. UNHCR will identify whether a person meets their ‘vulnerability criteria’ and urgently needs protection in another country and should therefore be transferred.

| **Asylum seeker**  
| 2.8 million asylum seekers globally  
| (World Economic Forum 2016) | Someone who has left their country in search of international aid and protection, but whose request for international protection has not yet been examined. An asylum seeker must be able to demonstrate a well-founded fear of persecution in their home country to get ‘refugee’ status. There is no such thing as an ‘illegal’ asylum seeker. |
### DEFINITIONS

<table>
<thead>
<tr>
<th>Internally displaced person</th>
<th>Someone forced to flee their home because of war or natural disasters but who never cross an international border. These individuals seek safety anywhere they can find it - in nearby towns, schools, settlements, internal camps, even forests and fields.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internally displaced person</td>
<td>40.3 million displaced by conflict &amp; violence (IMDC 2016)</td>
</tr>
<tr>
<td>Voluntary Migrant</td>
<td>Someone who has moved from one country to another to live and, generally, to work, temporarily or permanently. Migrants can move to start a new job or re-join their family members. Many migrants move for a combination of different reasons.</td>
</tr>
<tr>
<td>Voluntary Migrant</td>
<td>220 million (International Organisation for Migration 2016)</td>
</tr>
</tbody>
</table>
Migration is a natural phenomenon and in our inter-connected world is one of the defining features of our time. In 2015, there were 244 million migrants worldwide, including refugees; approx. 3.3% per cent of the global population. The factors that lead people to migrate, voluntarily or involuntarily, permanently or temporarily, and that perpetuate movement once it has begun, are commonly referred to as “drivers” of migration.

Migration contributes significantly to all aspects of economic and social development everywhere, and as such will be key to achieving the Sustainable Development Goals (SDGs). Different opportunities and levels of development in origin countries can drive migration. At the same time, migration can increase development and investment in origin countries, fill labour gaps in host countries and contribute to development along the journey (in so-called ‘transit countries’). It is a strong tool for poverty reduction – not just for migrants themselves, but also for their families and their wider communities through the remittances (money) sent home.

* Of these, it is estimated that about 90% migrated due to economic, social, political and environmental factors, and only 10% were refugees fleeing violence, persecution, human rights abuse, and/or armed conflict according to J. Woetzel, et al. Global migration’s impact and opportunity (London: McKinsey Global Institute, November 2016)
2030 Agenda explicitly refers to migration and recognizes the economic value of migrants: migrant workers are expressly considered in SDG 8 on economic growth and decent work; issues of trafficking noted as part of SDG 16 on peaceful societies; SDG 10 calls for a reduction in the transaction costs of remittances; migrant status is mentioned in SDG 17 as a factor for disaggregation during review and follow up. Finally, Target 10.7 calls for the facilitation of ‘safe, regular and responsible migration’ and the implementation of ‘well managed migration policies’.

There are 193 countries in the world and 22 million refugees. More than half of these refugees – nearly 12 million people – are living in just 10 of these 193 countries. This is inherently unsustainable. Countries hosting such high numbers of refugees cannot provide adequately for them. Many refugees are living in grinding poverty without access to basic services and without hope for the future. Not surprisingly, many are desperate to move elsewhere and some are willing to risk dangerous journeys to try and find a better life. If all – or most – countries were to take a fair share of responsibility for hosting refugees, then no one country would be overwhelmed. A ‘fair share’ could be based on reasonable criteria such as national wealth, population size and unemployment rate.
GO DEEPER

- A complete document on migration in the 2030 Agenda: www.iom.int/press-room/newsdesk
- Interactive maps on migration: www.metrocosm.com/global-immigration-map/

Some up-to-date data:
- UN Dept. for Economic and Social Affairs (2017) www.unhcr.org/figures-at-a-glance.html
- International Organisation for Migration - Lots of up-to-date stats, maps, migrants’ stories: www.iom.int
- UN High Commissioner for Refugees (UNHCR): www.unhcr.org/uk
**Goal 1: No poverty**

*Migration is a powerful poverty reduction strategy. It has substantial positive impacts on income and other areas of human development. Increased immigration doesn’t lead to higher poverty rates in host countries; in fact, immigrants often add value to domestic economies, as well as reducing poverty back in their home countries through remittances back to families. The poorest people in a country are the least likely to be able to migrate, and the most vulnerable to climate change.*

**Goal 10: Reduced inequalities**

*Migration can reduce global inequalities among countries and people, as people migrate from low- to high-income countries, and send remittances back home.*

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**Some statistics**

- 766 million people, 385 million of them children, live on less than $1.90 a day (UNDP, 2016)
- 1% of the population owns almost half of the world’s wealth (65 times the total wealth of the bottom half of the world’s population)
- The richest 8 people in the world own the same as the bottom half of the world’s population
- 7 out of 10 people live in countries where economic inequality has increased in the last 30 years
- 3% of the world population are migrants. 9 out of 10 migrants leave their home countries to seek better job opportunities and higher wages - a trend that reflects the huge income differential between countries.
International migration is a powerful symbol of global inequality, whether in terms of wages, labour market opportunities or lifestyles. Inequality, like poverty, is multi-dimensional. There are socio-cultural dimensions to inequality, as well as inequalities in access to power.

**Overview**

- Most migrants are not the poorest people from the poorest countries because they don’t possess the capital – financial, human and social – to migrate.
- The first beneficiaries of migration as a driver of inequality reduction are migrants themselves. Even though they can face demanding labour and social conditions in host countries, moving abroad usually comes with a significant wage increase. In origin countries, families can use the money sent back by the migrants to improve their living conditions.
- The net positive impact of migration on development and inequality reduction depends on the policies implemented in origin and destination countries. Immigration has become a sensitive and divisive issue in many developed countries - yet those same countries face labour shortages and demographic imbalances caused by low birth-rates and an ageing population. Immigration can be part of the solution.
- When it comes to refugees as a specific group of migrants, trying to keep them out is not a solution. People will continue to attempt to leave countries where they cannot rebuild their lives and try to get to places where they can. Countries should open up more safe and legal routes for refugees so they can seek asylum without having to cross dangerous seas in overcrowded boats or walk hundreds of miles carrying their children and all their belongings. States can offer a range of safe and legal routes for refugees. Opening up these opportunities for many more refugees will allow them to travel to new host countries in an organised way. This will lead to far fewer people risking their lives to reach safety.
• An article to analyse the link between migration and economic inequalities:
• The role of migration in reducing inequality:
  www.e-ir.info/2013/05/01/international-migration-and-global-economic-inequality
• Some data on human development:
• Development and SDGs:
  www.undp.org/content/undp/en/home/sustainable-development-goals.html
• Inequalities index:
  www.theguardian.com/inequality/datablog/2017/apr/26/inequality-index-where-are-the-worlds-most-unequal-countries
Goal 8: Decent work and economic growth

Migration, in particular remittances sent home, can lead to economic growth in origin countries. However, female migrants and refugees may be prevented from working, or may experience de-skilling or being confined to ‘feminine’ jobs, often paid or valued less than other work. They are often isolated and therefore more vulnerable to exploitation, violence and abuse.

Some Statistics

- Migrant workers represent 4.4% of the global workforce (ILO)
- Migrant remittance flows were estimated at around US$441 billion to developing countries in 2015, nearly three times the amount of official development assistance expenditure. These inflows of cash constitute more than 10% of GDP in 25 developing countries
- More than one third of all migrant workers are considered to be skilled ones. Low-skilled workers are more frequently exposed to poor work situations and face higher costs in securing employment, violation of rights and deficits in working conditions. They are also more likely to have irregular status. Approximately one fifth of all international migrants are unauthorized (or illegal) - about 50 million.
“Migrants come over here and steal our jobs” is a commonly heard opinion across Europe. In reality, the link between migration and the labour market is a complex issue with both benefits and costs.

Overview

• If migrants return to their origin countries they can contribute to economic development through financial investment and their new social and human capital resources of networks, skills and knowledge acquired abroad

• Migrants are net contributors (that is they pay more in taxes and social contributions than they receive) with benefits for the public retirement system of the host economies

• Migration can provide complementary skills and employment in critical sectors such as domestic work, healthcare, agriculture, construction and technology

• Highly skilled migrants can encourage entrepreneurship and innovation as a driver of technological change

• Migrant workers are at great risk of being victims of forced labour, and face discrimination on the basis of race, religion, ethnicity, gender and nationality

• There can be difficulties in identifying and matching migrants’ skills, leading to lower wages.
GO DEEPER

- **Data special focus on Labour migration:**

- **Migration and remittance:**
  migration-and-remittances-publications

- **Discrimination:**
Goal 4: Education for all

Education plays an important role in social integration, economic mobility and learning outcomes for migrant children, but in some countries, eligibility for school can be tied to citizenship or permanent residency status. Migration helps improve access to education and educational outcomes for families in origin countries.

Overviews

• Each year, tens of millions of school-age children migrate and this trend is set to grow
• Roughly 10% of the EU population were born in a different country from the one in which they reside. Children under the age of 15 constitute 5% of this group
• The right to education for migrant children is established by several official documents such as the Convention on the Rights of the Child (1989) and the Convention on the Protection of the Rights of All Migrants and Members of Their Families (1990).

Migration and education are complex and interrelated. Both individuals and societies can benefit from their synergy; through migration and education, individuals can develop skills and knowledge to contribute to social and economic development. It is well known that education contributes to improving economic growth, income and health and to reducing inequalities, specifically gender ones.
Further Information

- **Policies and legal factors.** Even if some countries do grant access to basic education for the children of irregular migrants (i.e. with no legal status), the type of migration strongly influences the barriers migrant students may face. Irregular migrants, unaccompanied children and migrants without identity documents face more barriers and risk being denied access to schools.

- **Socio-economic factors** and differences may determine residential segregation, and consequently school segregation. Students who come from disadvantaged socio-economic backgrounds will be more likely to share a class with migrants. Studies demonstrate that segregation leads to diminished academic achievement and learning outcomes and increased drop-out rates.

- **Linguistic and educational system factors:** a better interaction between school and migrant families can enhance the use of majority language at home alongside their native language. From this perspective, a stronger attention to language learning is essential. Migrant children are often streamed into educational paths that lead towards work or vocational college instead of higher education. Migrant students are more likely than non-migrant students to be placed in groups with lower curricular standards and lower average performance levels. Finally, school curricula should be more culturally sensitive and open to differences.
GO DEEPER

- **Discrimination of immigrant children:**

- **Education of migrant children** - a report to download:
  www.rand.org/pubs/research_reports/RR1655.html

- **Convention on the Rights of the Child:**
  www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx
Goal 5: Gender equality

Migrant and refugee women and girls can experience violence at all stages of the migration process, during transit or at their destination. In addition, many migrant domestic workers are female. Actions that increase the value of domestic work would reduce the burden of unpaid work and enhance the well-being, dignity and status of paid and unpaid care and domestic workers, including migrants.

Statistics

• **48% of all migrants in 2015 were female.** They leave their countries for similar reasons as men but their choices and experiences are different because of gender norms, expectations, and unequal rights.

• Migrants, especially migrant women, have higher labour force participation rates (72.7%) than non-migrants (63.9%).

• **73.4% of domestic workers are international migrants.**

• **50% of the world’s refugees are women** and girls.

• **Women** are often the first to respond in a crisis, and whether en route or in camps, in their home country or their destination countries, they play a crucial role in caring for, sustaining and rebuilding their communities.
Considering that women who migrate are less visible but more vulnerable than men, and also that they are more likely to be discriminated against and undervalued in the labour market, migration policies should become gender sensitive and new mechanisms of protection should be developed and improved.

Further Information
- Gender-based violence and discrimination against women can be the push factor for migration but also poses a real risk along the journey.
- The intersection of gender norms and labour market also influences female migrant experience since traditional gender roles and stereotypical images can determine the type of work for which migrant female labour is recruited.
- The majority of unskilled female migrants are involved in domestic and care work, some of the most undervalued types of work, while skilled migrant women are often employed in low-skilled jobs or are more likely to be paid less than men.

GO DEEPER
An overview

- Millions of people are displaced by coastal flooding, droughts and agricultural disruption. Today, twice as many people are displaced by weather-related natural disasters as by conflict and violence. It is commonly predicted that the future flows of ‘climate migrants’ will surpass 200 million by 2050.

- Increases in the frequency and severity of chronic environmental hazards and sudden onset disasters are projected to alter the typical migration patterns of communities and entire countries.

- For many people, moving might be the only practicable adaptation strategy in light of the unprecedented impacts on lives and livelihoods of those relying on natural resources, including both land and water. This means that climate change and disasters are, and will continue to be, major drivers of migration and displacement.

- Those most vulnerable to climate change are the poor. They are likely to live in high-risk areas, have less means to prepare, and lack information to anticipate and respond to a disaster and/or environmental changes. In addition, migrants often take crucial resources, skills and knowledge away with them, leaving behind communities with insufficient capacity to respond to climate change impacts. Investment in disaster risk reduction and adaptation can help to reduce migration and the associated ‘risks’ by tackling the causes.
The relationship between migration and the environment is an integral part of human history. Environmental impacts have always been a factor in driving migration, as people move out of harm’s way and towards more favourable living conditions. At the same time, the influence of migration on the environment has been a universal phenomenon with industrialization, urbanization and agriculture shaping our natural surroundings.

**Suggestions**
- The SDGs call for a drastic acceleration of environmental sustainability and climate change mainstreaming into all areas of life, including migration policies and programmes. In the context of global environmental changes, it is crucial to consider the challenges and opportunities migration may pose to achieve sustainable development.
• Some facts to start:
  www.iom.int/migration-and-climate-change

• An interesting article on climate change migrants:
Perché si consuma l’acqua?
Attempts to eliminate child labour, exploitation and trafficking through financial support to families are all likely to boost education for migrant children by freeing them to receive an education that they would not otherwise be able to have. Migration can also contribute to making host countries more diverse and inclusive. Lack of citizenship or residency can prevent migrants from being full members of society, including access to services, and can lead to tensions and conflict.
An overview

- Human rights are a set of norms and values which define the rights that are inherent to all people by the very fact of being human: the Universal Declaration of Human Rights, adopted by the UN General Assembly in 1945 and 1948
- Everyone has the right to travel and change residence in their country of origin or to leave their country of origin and seek refuge beyond its borders (Articles 13 and 14). A particular group of migrants are refugees. Their rights are covered by the special international agreements adopted in the 1951 Geneva Convention, the European Convention on Human Rights and other documents describing obligations towards asylum seekers
- Improving living conditions (e.g. work, education, health care) and seeking better conditions for development (both motives for migration), also count as a right that should be considered within the frame of human rights. If these conditions are not sufficiently met in the country of origin of the migrant, the decision to migrate can be seen as an unquestionable right and its exercising should not be impeded
- From January to November 2017, 157,000 migrants, including refugees, arrived in Europe across the Mediterranean Sea. This sea route is very dangerous and it is estimated that 2,992 people lost their lives during this period, and more than 15,400 people have died attempting to cross this sea since 2014.

It is very useful to investigate issues related to migration from a human rights perspective. This perspective places people at the centre, emphasizing the importance of intrinsic dignity and people’s inalienable, equal rights over their instrumental value in the labour market and development discourse. The international community can share responsibility for supporting the global refugee population in two significant ways: by resettling vulnerable refugees, and by ensuring that UN appeals for funding are met.
The Council of Europe’s Commission against Racism and Intolerance noted a growing anti-immigrant and Islamophobia trend, and emphasized the need to combat racist violence.

- **Migrants suffer threats to their human rights during the entirety of their journey.** Migrants in host countries may have difficulty accessing goods, freedoms and rights due to their migration experience and identity traits. This happens when they do not have regulated residence permit status, insufficient language skills, different religion, appearance, nationality or other characteristics that cause unjust and unequal treatment.

Our shared responsibility:

- **Ensure effective protection for the rights of refugees and asylum-seekers:** all countries should put in place measures to protect refugees, including those countries through which refugees transit. This includes actions to investigate and prosecute those who commit crimes against refugees and asylum-seekers and action to combat discrimination and xenophobia.

- **Enable refugees to enjoy their rights and meet their basic needs:** a major challenge to enabling refugees and asylum-seekers to enjoy their rights (adequate shelter, food, water, access to health care and education) is the lack of financial resources in the country of first claiming asylum.

- **Ensure effective search and rescue:** states must adhere to their obligations under international law to cooperate in Search and Rescue (SAR) operations, and prevent loss of life at sea. Border or immigration control measures cannot take precedence over SAR. Ensuring the safety and dignity of those rescued, including crew, must be the immediate consideration once individuals are rescued at sea.
GO DEEPER

• An overview on definitions and laws:

• Human Rights Watch:
  www.hrw.org/topic/migrants

• The integral text of Declaration of Human Rights:

• Geneva Convention:
  www.unhcr.org/pages/49da0e466.html
“Stories can conquer fear, you know. They can make the heart bigger.”

Ben Okri

Stories can inspire great power and open up new worlds, creating a capacity for empathy and consideration of other points of view. They can open up a space which can help young people understand complex issues such as migration, and how those issues shape the realities of people around the world. They highlight our shared experiences, needs, wants and hopes and point more to our shared humanity than our differences. Stories can also be used to inspire and create positive change.

People have been telling stories for millennia. There are many types of storytelling, from plays, novels, short stories, folk tales, movies, journalism, social media posts, photography and even day-to-day communication is a simple form of storytelling. Stories teach and entertain, and they have the power to connect with people on an emotional level.

Stories of international migration are often told in ways that risk instilling fear in people with unverified and inaccurate reporting. News and stories can share simplified views of migration without taking account of the global inequalities and human rights linked to migration issues, or all the positive contributions that migration provides towards sustainable development for all.

Start the Change assigns a special space to storytelling as a technique to explore the complex issue of migration and the Sustainable Development Goals. The project aims to help develop new stories and narratives on migration, promoting new visions and ideas from a youth perspective. In this section of the manual you can find some ideas for using this technique, and some examples of activities in Part 3.
PHASE 1.
GETTING THE IDEA

Before creating a story, you must be aware that you are already a storyteller. It is something we do naturally and have done since we were small children. It is a unique perspective and each of us do it differently. This can be your starting point to create a story.

1. Think of a childhood episode that you remember vividly. Try to express your memory and emotions in some way:
   - Write a story.
   - Play a story.
   - Draw a story.

2. Create your own story journal or blog where you can present your stories.

3. Choose a story from a newspaper and make an interesting storyline from it.
PHASE 2
FINDING A WORLD AND CREATING A CHARACTER

The environment or set of rules in which a story takes place can be something literal, like a room, or figurative, like the mind of an insect. The character refers to the subjects or individuals we follow on the journey of the story. There can be one principal character or a number of characters.

You can create the world or the character first. Sometimes the world will give some features to the character and sometimes it will be the other way round.

1. Try to remember your 3 favourite films or books.
   Identify the worlds and characters in each. Write these down. 
   Who are the main characters? Is there a character you identify with most? Where does the film take place? Is it one world or multiple worlds?

2. Try mixing a character and world from different films. Try this a few times and see what happens.

There are some pointers to bear in mind whilst creating the world and characters.

Create two different characters and their worlds by following descriptions below:

World
• What does it look like? (a street, space, forest, classroom…)
• What time period is it happening in? (past, present, future, morning, afternoon, night, at what time etc.)
• How do the characters live, where does their food come from, how technologically advanced are they etc.?
• How ethnically or culturally diverse is this place? How much migration is there from other places? How integrated are migrants? What languages are spoken, and by whom?
• What social classes are present and how do they interact?
Character
• External features (what do they look like, is it a human, animal, object; clothes, physical characteristics)
• Internal features (Are they brave, smart, jealous, insecure, etc.?)
• What does your character like to do? What are his/her/its beliefs? What do they enjoy/not enjoy?
• Character comes from authentic human emotions and experiences, so try to find models among people around you.
• What does your character want? The character must have some goal/motivation and all their actions in the story will lead to this goal (“I want to be a king”, “I want to save the world“, “I want to learn to fly” etc.).
• What does your character need? (that is sometimes in conflict with their wants) (e.g. he or she wants to rule their land, but needs to learn how to be wise.

Return to your character idea and answer the following questions:
• What do they want most?
• Who do they want to become?
• What might they need in order to succeed?
PHASE 3.
CREATING OBSTACLES

Needs and wants motivate characters to act in the world, but there are also things that stand in their way. These can be referred to as obstacles. Obstacles can be anything: a person, a great distance or something internal, like fear. Obstacles are something which stand in the way of the character and prevents them from getting what they want or need. Obstacles make the characters realize what they need to accomplish and help push them to act.

1. Return to your 3 favourite films or books. Identify one obstacle faced by each main character you selected.
2. Return to the character that you are developing. Imagine a few possible obstacles they might face.

Conflict is the primary problem which characters face in a story. It is the driving force in any story as it influences the turn of events in the plot. Without conflict, there is no story and no character development. Conflict can be broken down into four categories: person vs. person, person vs. nature, person vs. society and person vs. self. The first three types are known as external conflict, and the last type is internal conflict. The conflict is introduced at the beginning of the story and sets the stage for future events. Some stories contain more than one conflict, but there’s usually an underlying primary struggle that characters must address. Conflict is the triggering force which drives the main action in the story. Characters typically come face-to-face with their conflicts during the climax - the most intense part of the story that signals a turning point in the characters’ lives.

Return to your characters. Imagine they are in conflict with each other. Do not identify a protagonist or antagonist - both characters should have the potential to be good or evil. Start with physical descriptions, then get inside the characters’ heads to establish their inner landscapes, and finally, work up a bit of back-story for each of them.

Imagine that these two characters have a fundamental conflict with each other. What is it? The core of this exercise is identifying that conflict.
PHASE 4
STORY STRUCTURE

The **three-act structure** is one of the simplest and most effective ways to break down a story. The three acts are:

- **INTRODUCTION/Opening (Act 1)**
- **CONFRONTATION/Middle (Act 2)**
- **CLIMAX and RESOLUTION/End (Act 3)**

**Act 1**
In the first part of a story we meet our character (the protagonist), we introduce when and where the story takes place and this is the part where a conflict begins. In Act 1, you can also introduce an antagonist, sometimes called the villain, which is the force that gets in the way of your character’s wants and needs.

**Act 2**
The second (and largest portion) of the story builds up to a climax in which the conflict hits the highest point. In this act the character begins to achieve their goals. Here the protagonist encounters a series of progressive complications. These obstacles force them to make difficult decisions as one thing leads to another in a chain of events. This is called the journey. Act 2 can also have a low point when everything seems lost and there is no hope. The character may have failed in all attempts to get what they want, or they may have achieved everything they want but they are still unhappy because it is not what they actually need!

**Act 3**
This is the act where the climax happens. The choices your character has made in Act 1 and Act 2 were driven by their wants, but now they face their ultimate test. After the climax, when they overcome their obstacles, the characters return to a calmer place, perhaps a more complete or better version of themselves. This is the resolution. Sometimes that resolution comes with a surprise and it is emotional.
The growth of the digital world is creating vast new opportunities and gives access to knowledge in ways that were unthinkable not so long ago. At the same time, it’s raising important questions that have to be addressed if we are to make progress towards 2030 Agenda.

In today’s world, when so many of us have almost instantaneous access to unlimited stores of information and the ability to interact with anyone, anywhere, anytime, what does it mean to be an effective citizen?

Information and Communication Technology (ICT) is changing the meaning of the terms “community” and “citizenship”. Jeff Livingstone, senior vice president of McGraw-Hill Education College, argues that “In an analogue world, good citizens are engaged productively with, and feel a responsibility to, their local communities: the neighbourhoods, districts, and states in which they physically reside. The internet, on the other hand, transcends physical borders. Consequently, digital citizens engage both locally and with groups not connected with their geographic reality. A true digital citizen is simultaneously engaged with both.”

In this context, students need to acquire new skills to actively and effectively participate in the contemporary world. Digital skills, critical thinking and media literacy have become key competencies. They help to develop a sense of responsibility in the production, consumption and sharing of online content. These competencies are not innate, even in the so called ‘digital natives’. In this era of ‘fake news’, we should not confuse technical skills in using digital tools with digital competencies.

To understand the nature of digital competence better, the European Commission has developed the European Digital Competence Framework for Citizens (DigComp). It provides a dynamic definition that doesn’t look to
the use of specific tools, but to the needs of every citizen of the information and communication society: 1) need to be informed, 2) need to interact, 3) need to express, 4) need to be safe and protected, 5) need to handle problematic situations related to digital tools and technologies.

The framework divides these 5 key competences into 8 different levels of proficiency, with examples in each area.

**ICT supporting Global Learning**

If designed and implemented properly, ICT - supported education can promote the acquisition of the knowledge and skills to empower students for lifelong learning. The internet, for example, represents an extraordinary low-cost global learning environment, though digital skills are necessary to approach it in a safe and educative way.

ICT can support Global Learning approaches, enhancing:

- **Active learning** (ICT - supported learning is a ‘gym’ for student inquiry, analysis and construction of new information)
- **Collaborative learning** (ICT - supported learning encourages interaction and cooperation among students, teachers, and experts regardless of where they are. As well as modelling real-world interactions, ICT - supported learning provides learners with the opportunity to work with people from different cultures)
- **Creative learning** (ICT - supported learning promotes the manipulation of existing information and the creation of new content)
- **Integrative learning** (ICT - enhanced learning eliminates the artificial separation between different disciplines and between theory and practice)
- **Evaluative learning** (ICT - enhanced learning recognizes that there are many different learning pathways and many different articulations of knowledge. ICT allows learners to explore and discover rather than merely listen and remember)

*(Based on Thijs, Almekinders, R., Blijleven, P. W.J., & Voogt, J. (2001). *Learning through the web: a literature study on the potential uses of the web for student learning. Enschede: University of Twente)* *
Citizen Journalism

Applying the principles of citizen journalism at school can encourage students to investigate the world by framing questions, looking for different perspectives, and selecting and applying appropriate digital tools and strategies to communicate and collaborate effectively. In doing so, students develop their technical, civic and digital skills (skills for active citizenship).

For example, online researching activities at school could help students learn how to determine the accuracy and authenticity of online news and to start recognising ‘fake news’. At the same time, this kind of activity can help students learn how to assess information from different sources and points of view. They can become aware of the ‘information bubble’ or ‘echo-chamber’ created by search engines and social media and then go on to expand outside it. Citizen journalism can also be focused on working against hate speech, engaging students in the creation of positive counter-narratives.

Citizen journalism often requires students to look for images and online content to be integrated into their article and helps students to be more aware about copyrighting and licenses.

Working with many types of content (e.g. text, audio, images, animations, video) can enable a range of students to shine based on their individual talents and interests.
ICT, Fake News and Hate Speech

In 2016, the UN Human Rights Council adopted a resolution condemning countries that intentionally disrupt the internet access of their own citizens. The resolution stressed that human rights must be protected online as well as outside of the internet; in particular, the right to freedom of opinion and expression contained in article 19 of the Universal Declaration of Human Rights. Internet access and active use of its resources has thus become a human right (www.undocs.org/A/HRC/32/L.20)

Internet access is not common everywhere: in the least developed countries it is significantly limited. Hence one of the Sustainable Development Goals aims at increasing access to information and communication technologies and striving to provide accessible and universal access to the internet in the least developed countries (Goal 9).

How do we use new media?
It can be interesting to analyse how we all use the media and where we access information from.
- Which websites do you use to get information on news and current events?
- Why do you use these particular websites?
- What political opinion do these websites promote? What is their interest?
- Which company do these sites belong to? (you can find this out e.g. in Wikipedia)
- Do you check the same information on other websites? Why?
From here you can start a discussion about how young people use the internet and some of the ‘dark sides’ or threats of the internet and social media and the ways that news is distributed through social media.
How to spot fake news?

Fake news noun [ U ] uk /ˌfeɪk ˈnjuːz/ us /ˌfeɪk ˈnuːz/
false stories that appear to be news, spread on the internet or using other media, usually created to influence political views or as a joke.
(English Dictionary, Cambridge University Press 2019)

www.ifla.org/publications/node/11174
(Creative Commons Attribution 4.0 International)
What is hate speech and how to react?
Hate speech is content (not only written but also graphics or memes) that offends or attacks people because of some feature of their identity, presumed or actual e.g. their ethnicity, gender identity, sexual orientation, disability or religion.

What to do when we come across hate speech on the internet? There are many ways to respond to hate speech. Ignoring is not recommended strategy, although it can be justified in some cases, for example, if we want to take care of our own safety. You can:

• Report hateful content: Almost every portal has a simple mechanism for reporting hate speech. If you decide to report, the author of the post will not know your identity, and the administration/moderator will decide what to do with the post (it can be deleted, the author can be warned or law enforcement agencies can be notified)
• If a person who writes hateful content is known to you, you can try to contact them and ask why they are doing it. You can also ask for removal of content
• Report the content (and person) to law enforcement agencies (e.g. if it breaks the law threatening someone with death or violence)
• Engage in discussion and present facts
• Block content from a given user.

GO DEEPER

• The annual Europe’s Digital Progress Report (EDPR)
• The Digital Competence Framework 2.0
PART 3: DO
Introducing the Sustainable Development Goals
In this chapter we will look at learning and teaching ideas to get started with the SDGs (LET’S START) and to allow you to deepen the learning (GO FURTHER).

LET’S START
—
Put each SDG up individually around the room. Ask students to go to stand by the one they feel is most important or that they are most connected to. Ask for volunteers to explain why.

There are some great introductory activities and animated ideas available at: www.worldslargestlesson.globalgoals.org

GO FURTHER
—
SDGs are often seen as very detached from our daily life. Invite your students to concentrate on the concept of sustainability at a local level: what is your school doing to contribute to the SDGs? Have each Goal up on the walls around the room. Ask students to write by each one what the school is already doing to support each goal. Then go round again adding their own ideas for what the school could do to support the goal - by taking action locally, raising awareness etc. Help students to prioritise the actions, using a matrix or a diamond ranking exercise. Once a major issue has been identified, help them plan and carry out an action in school (e.g. a meeting with the headteacher about the issue, a lunch-time flash mob to raise awareness amongst other students...).
LET’S START

Brainstorm the reasons why people are forced to move from their homes. Refer to the ‘push factors’ that cause people to flee – it could be conflict or a natural disaster such as flooding, with a link to climate change. Ask students to work in small groups and to write down things they would bring with them if they were forced to suddenly flee their home with only one bag. Ask each student to present their choices and to explain the reasons for their decisions.

You can ask the following questions in order to help the discussion:
• How difficult would it be if you really had to flee?
• What would you miss most if you had to flee?
• Do you know anyone who had to flee their home?

Source: ‘Compass, manual for human rights education with young people’ (3 things p.78)

You could then show some examples of what real people carried with them when they fled their homes e.g. www.creativeboom.com/inspiration/whats-in-my-bag-what-refugees-bring-when-they-run-for-their-lives/

GO FURTHER

Students can work in small groups to find new narratives on migration: positive experiences and contributions from migrant people. It could be life histories, testimonials of people that students actually know such as neighbours or family members or experiences of migrant associations in their area. In class, let the students share the stories they have collected with others.
LET’S START

We are all equal, but some are more equal than others. In this activity participants take on the roles of different members of a community and move forward depending on their chances and opportunities in life. Students will gain experience of global and social inequalities through this participatory activity: www.coe.int/en/web/compass/take-a-step-forward. This allows a discussion on the causes of inequality.

GO FURTHER

Arrange two pieces of flip-chart paper (Graffiti Walls) in a way that multiple students can write on each piece of paper, either on a wall or on the floor. Label one piece of paper ‘Benefits’ and the other one ‘Challenges’. Ask students to think on one side about the benefits or strengths of being part of a multicultural society, and on the other hand think about possible challenges represented by a multicultural society. Ask them to write their ideas down on the corresponding flipchart. Discuss the responses as a class. Ask students to come up with ideas for overcoming the possible challenges that a multicultural society can present.

LET’S START

Divide your students into two groups and ask them to undertake some research: one group will work on emigration histories from the past and the other on recent emigration by a relative or by an acquaintance. Ask them to find out: what was or is their job?

What difficulties did or do they face? Have they ever experienced discrimination because of their nationality, culture, religion, gender…? Ask them to create a storyboard and share with the class. Guide a discussion to explore the main differences between the past and the present.

GO FURTHER

Prepare some cards with common negative statements on migration (for example: “‘migrants are invading us’, ‘they’re stealing our jobs’, ‘we spend lots of money supporting them’, ‘Scotland doesn’t need migrants.’” In small groups, using the internet to research, your students must come up with confident answers to combat these myths. Ask them to act inside your school by creating a ‘wall of truth’ somewhere highly visible to refute all those myths or stereotypes.
LET’S START

In the last 15 years there has been significant progress in education for migrants, particularly in terms of access, which has become compulsory in most countries. However more limited gains have been made on quality and equity in education for migrants. Research in many countries has found that immigrant students tend to perform worse than their host-country peers and are more likely to repeat a year, to attend vocational college or drop out of secondary education. This performance gap can be explained by many factors such as parents’ occupations and educational background and the language spoken at home. The characteristics of educational systems and schools also play an important role in the performance of migrant students.

What about Scotland and its school system? What does your school do for migrant students?
Ask students to discover what your school does to help integrate migrant students and respect their rights: let them explain what they have discovered in an open discussion.

GO FURTHER

Migrant children are most likely to experience discrimination at school where they spend most of their waking hours. In small groups, students should share examples of discrimination in school they have experienced or witnessed directly or indirectly. They should then choose one situation to use as a case study. In small groups they could share ideas about what could be done if they were to witness such an incident. What are the options of responses to the situation, and what are the consequences of each response (including choosing to do nothing!). Could they act any of these responses out as a brief theatre sketch, or demonstrate them in any other way to other students (e.g. by video, comic strip, drawing etc.).
LET’S START

Identify some narrative books written by female migrants such as Beverley Naidoo or Chimamanda Ngozi Adichie. Ask your students to read the books and then organize a lesson to share the different experiences told by these migrant women. Alternatively, you could look at migrant women’s stories in film clips.

GO FURTHER

Research your local area: are there any migrant women’s associations locally? What do they do? What activities do they get involved in? Highland Multicultural Friends and the Workers’ Education Association (WEA) Scotland are two examples. Invite some of the women to school, organizing a ‘human library’ to let the students learn more about their stories.
LET’S START

How can the environment and climate change cause migration? Develop an ‘Issue tree’ with your students, with the main issue (environment and climate change) on the trunk, the causes of climate change on the roots and the possible solutions to the problems that can lead people to leave their homes and countries on the branches.

GO FURTHER

We are all responsible for our environment and for climate change. Introduce the concept of change over time and invite students to analyse it in a local situation (how has your neighbourhood or school changed? Are there new buildings, new parks, or anything else?) and then a global dimension (research some places globally that have completely changed: rainforests turned into oil palm plantations or cattle ranches, desertification etc.). Then ask students to get into groups of 3 or 4. Hand out A4 paper and pens and ask them to sketch ideas for their ideal neighbourhood/town of the future. They can do this entirely freely – the only limit is their imagination.

When each group has agreed a draft plan, they should transfer it onto a large sheet of paper and complete it with paint and collage materials. When finished, each group in turn should present their plan and say where they got their ideas from and how they developed them. Allow some time for questions and answers after each presentation, but leave general discussion for the debriefing.

Think about any actions students could take that could help take one step to making this ideal vision into a reality in their home community. Could they write to a local councillor or MSP with their ideas? Is there a local environmental or sustainability groups they could get involved with to work towards a more sustainable future?

Adapted from www.eycb.coe.int/edupack/default.htm
Migration and Goal 16: Peace justice and strong institutions

LET’S START

Stereotypes and prejudices against people from other cultures, nations or non-dominant religions remain a reality in many hosting countries and often go unchallenged.

Ask your students to brainstorm their ideas around the ‘other’ or ‘different from us’. Ask them to imagine themselves meeting someone from another country. What do you want to ask him or her? Why? Which aspects would you want to find out more about?

Divide the students into small groups and invite them to make a list of suggestions to overcome stereotypes, prejudices and discrimination.

GO FURTHER

Migrants constitute a minority that becomes the target of xenophobic and racist attacks, and are exposed to hate speech and hate crimes.

Find some examples of hate speech in the UK or on the web and get together with others to organise a way to combat racism and hate speech. Promote a different vision of migration in your school inviting experts or migrants who can tell their life histories, linked with different human rights. It’s a concrete action to combat prejudice and hate speech, and counter a single, negative, narrative around migration.
LET’S START

—

Story from the book/film
Students read a story or watch a film with links to migration and inequality. Students can then analyse the structure of the story, identify the parts of the story, write down the characteristics of the main characters, identify the conflict, climax and resolution of the story. The teacher can then encourage students to create alternative ending/s for the story, and/or discuss the problems presented in the book/film.

Historical fiction
Students can create a work of historical fiction: they describe a selected historical fact from the perspective of a fictitious citizen who lived long ago who faced an issue related to migration. Students can look to their local history for inspiration, telling the story from the point of view of a fictional character. They can also develop migration stories which have changed the history of the world or the country.

Digital stories
During class, students can learn about real migrant stories and understand why the decision to migrate is difficult and involves many challenges. They can create possible scenarios about how migrants can find themselves in a new environment and who can help them. Digital stories of migrants can be found at: www.iamamigrant.org
GO FURTHER

Open story
The teacher introduces the story of a migrant. Students continue the story according to their own ideas. A young person plays the role of a migrant while others play roles of ‘officials’ in the host countries. The migrant tries to persuade the host countries to accept him/her. The officials can choose from various solutions: not accept the migrant, accept her or him with conditions etc.

A story behind the picture
The class selects a painting or a photo which illustrates the migration of people. What’s behind this picture? Who is in it? Where is it from? What might have happened just before the picture was taken? Or after?
The class creates a possible story using the storytelling methodology presented in the guide. After this exercise, the teacher presents a story of a migrant/refugee. Students make works of art based on the story heard.

Story Circle
One person starts a story and stops after a few sentences. The next person continues the plot by adding more sentences to it and so on, until the story is complete or the time for this task ends. The story can start with a previously selected title or theme; the teacher can make a recording of the story circle for later listening.
ICT and Global Learning

LET’S START

Create a shared map with MyMaps and invite your students to edit it with data on the origins of their families. Working in small groups, students can enter new waypoints on their own, accessing the map from different devices at the same time. Define one colour (e.g. red) to identify the provenance of parents and another one (e.g. yellow) to map the origins of their grandparents so it is easier to compare data. The map updates with the information entered and acknowledges everyone’s contribution. This digital map has a certain number of advantages compared to a traditional map: you can choose to look at specific categories and layers - zooming in or out allows you to have an overview of the results or to look at the details closely. The digital format allows the easy addition of info, images and video to each waypoint added on the map. The map can also be updated over time and shared online.

What about your school? How many foreign students attend your school? What are their countries of origin? What trends have there been over the last 5 years? Collect data and involve your students in creating bar charts, area charts or pie charts using Canva a free online tool. Then you can involve your students in creating a map, pointing out the different colours and layers and adding some key information about each country.
GO FURTHER

Create an online editorial team of young ‘journalists’ to investigate global or local issues, creating positive counter-narratives to challenge negative single stories on topics such as migration. When approaching a citizen journalism activity at school it is important to start where your students are and focus on topics linked to their areas of interest, so they can share direct experiences or easily develop content, for example through interviews and questionnaires. With a migration focus, some possible topics for student citizen journalists include: passports and visas - how they work and why everyone can’t easily travel the world; food and migration - looking for restaurants in your area or recipes from around the world; migrant testimonies - with interviews of classmates or stories available online, movies, books and data at the international, national and local level.

Students can work in pairs or in small teams, on the topic they want to address. They can collaborate and experience different roles (editor, photographer, reporter, video maker, data scientist etc.), in order to develop multimedia narratives. Each article could be made up of:

- One or more images that students can take themselves or find online, paying attention to copyright issues
- Some original text
- One or more videos that can be made themselves, (e.g. interview) or that they can find online
- Some audio content etc.

The posts could be published on the school website, on a blog created with Easyblog or wordpress, or could be part of an ebook you can produce using Book creator.
DIGITAL TOOLBOX

A selection of ten free online tools to start developing digital skills at school. These tools can help students collect and display data, make videos, podcasts and graphics, publish online and create ebooks.

Book Creator (www.bookcreator.com/): a platform to make your own beautiful ebooks on a PC or Tablet

Canva (www.canva.com): a graphic tool to create presentations, flyers, charts etc.

Designbold (www.designbold.com): an alternative to canva

Easyblog (www.stackideas.com/easyblog): a platform for classroom blogging

Google Forms (www.google.com/forms): a platform for creating online forms and surveys

Google Sites (www.sites.google.com): a tool for creating and sharing web pages

MyMaps (www.google.com/maps/about/mymaps): a tool for creating custom maps

Spreaker (www.spreaker.com): a platform for recording podcasts and creating a school webradio

Wevideo app (www.wevideo.com): a tool for video editing

Wordpress (www.wordpress.com): a platform for web publishing and blogging
Lessons from the Global South

The North/South classification remains an important way of showing how the world is divided economically, particularly when we take a closer look at how existing trade and political relations maintain the status quo. This classification also provides a good opportunity for educators to explore issues of global responsibility with learners. This can be linked to the Sustainable Development Goals, human rights issues, the more general ethical questions of fair distribution of available resources, commitment to aid, relief efforts, global responsibilities regarding the poor, the degradation of the planet and so on. We can look at all of these complex issues through the perspective of the Global South/North divide and the contributions and responsibilities.

LET’S START

Give each student a piece of paper and ask them to draw the world in as much detail as they can in 2 minutes. Discuss with them: Was it easy to do this exercise? Why? What parts of the world were easier to draw and what parts were more difficult? Why? What was your starting point? This exercise often points to our lack of awareness of the world. Students will draw maps based on their own perceptions/experience of the world. Ask pupils to share their maps with each other. Discuss similarities and differences. What does this show us?

You can also integrate this activity with different representations of the world, focusing on “Southern points of view” and on thematic/digital maps on migration (e.g. www.metrocosm.com/ global-immigration-map/)

GO FURTHER

The Global South can enrich our teaching and learning in the project by providing concrete examples of activities and tools relevant to the content of Start the Change. In this way we can promote new perspectives and contribute to the development of global approaches to common challenges. The examples below provide some ideas for adaptation in your own context.

Educating through theatre - Burkina Faso
Traditionally, across much of the African continent, knowledge, skills and values are orally transmitted from one generation to another. Amnesty International Burkina Faso uses theatre as a means to educate people about their rights and for their rights, directly addressing several SDGs through education. Very often the theatre experience consists of a performance of a play on a human rights or development issue followed by interactive debates with community members and leaders. The debate session is a live forum with the audience where different views and opinions are discussed, shared, agreed or disagreed. Sometimes, participants from the audience are invited to role play in order to demonstrate rights-respecting behaviour.

Amnesty International Burkina Faso is particularly experienced in the ‘theatre forum’ model, which is a participatory form of the ‘Theatre of the Oppressed’ developed by Augusto Boal in Brazil, and especially developed to instigate social change. In this model, the audience evolves from spectators to what Boal calls ‘spect-actors’, implying their role is much bigger than merely spectating. The audience is there to explore, show, analyse and act in the theatre process.

- Invite your students to dramatize a situation on a specific topic and create a debate with ‘spect-actors’ to analyse, act and change the situation
Benin: Informing the public about the Human Rights Friendly Schools (HRFS) Project

Three Human Rights Friendly Schools in Benin initiated a radio broadcast to inform the public and increase their visibility in the community.

Amnesty International-Benin organized a radio broadcast inviting students, parents, teachers and head teachers to participate. This event provided a platform for school community members to exchange views on the HRFS project, its challenges and successes, and the implementation of the project in each school. Support your students to share what they are doing on radio or via a podcast; use the platform of the project or create a space to raise awareness of the project in your school.

Ghana: Changing the vision of the school to make human rights a part of everyday life

At Accra High School, students and staff came together to develop a way to make human rights values a more significant part of their school motto. A working group of students and staff coordinated the activity and drafted a new motto and vision statement. The proposal was accepted by the school’s Director and Board of Education and human rights became the framework for a new school statement, emphasising the notion that everyone deserves equal access to education and the opportunity to learn. Create a new school motto or values statement linked with Start the Change to communicate your involvement for a more equal and just world.
Morocco: promoting human rights in extra-curricular activities

Students in the Lycées, Ibn Youssef, Abi Dar El Ghifari and Moulay Ismail in Morocco are taking part in extra-curricular clubs and activities that allow them to express themselves through arts, theatre, music or sport within the framework of human rights. Prior to becoming a HRFS project, the students had access to very few extra-curricular clubs, resulting in minimal levels of participation by the students. However, an increase in extra-curricular clubs has had a significant impact on the attitudes students have towards the school. Students have been invited by the school administration to think of new ways to integrate human rights into extra-curricular activities. With the help of teachers and facilitators, students created action plans to identify ways in which human rights can be approached.

Start the Change aims to continue working with young people outwith schools to promote their active citizenship. Help STC staff promote the involvement of your students after you have explored the issues in class.
Cinema for Education

Some films on or from the South can help when you talk about the themes of the project. They suggest new perspectives on migration or on specific topics and could also be an opportunity to introduce learners to another language!

Here are some suggestions:

• ‘Africa for Norway’ (3m45s) - A tongue in cheek video on aid from an African perspective: www.youtube.com/watch?v=oJLqyux-m96k

• More about the campaign: www.radiaid.com

• A mother waiting to hear the destiny of her son: ‘Les avales du grand bleu’ (7m40s): www.vimeo.com/124695833 (in French with English subtitles)

• ‘Bon voyage’ (6m15s), Fabio Friedli, Switzerland, 2011. Dozens of migrants climb onto an overcrowded truck. Their goal: to escape to Europe. When they arrive after an exhausting journey, another brutal reality awaits them: The European treatment of refugees. An animation film: www.vimeo.com/241891603

• ‘Une giraffe sous la pluie’ (12m10s), Pascale Hecquet, Belgium and France: an animation film that show the life of a giraffe in a world of dogs to discuss about migration, stereotypes, differences: www.youtube.com/watch?v=b16o6k-jR74

• ‘La Pirogue’ (1h28m), Moussa Touré, France, Senegal, Germany, 2012. From a small fishermen's village on the outskirts of Dakar, numerous charter boats leave daily for the Canary Islands in Spain. Baye Laye is the captain of a fishing boat and knows the sea well. He does not want to leave, but has no choice so carries 30 people from different countries to try to reach Spain: www.vimeo.com/124156905
Online education resources

These include a range of classroom activities to help explore themes of the project with learners:

- **World’s Largest Lesson** – Introducing the Global Goals: www.worldslargestlesson.globalgoals.org/introduce-the-global-goals/
- **More or Less equal?** Exploring poverty and inequality: www.oxfam.org.uk/education/resources/more-or-less-equal-geography
- **Red Cross resources on refugees and migration**: www.redcross.org.uk/get-involved/teaching-resources/refugees-and-migration
- **Fleeing violence in Myanmar**: www.redcross.org.uk/get-involved/teaching-resources/fleeing-violence-in-myanmar
- **SDGs - 17 activities for 17 goals**: www.scotdec.org.uk/resources/sustainable-development-goals-activities-for-scouts-and-guides/scouts
- **Gapminder Video - Don’t Panic - End Poverty (in 15 years)** - www.gapminder.org/videos/dont-panic-end-poverty
- **Positive Images Toolkit** - a resource on migration and development: www.redcross.org.uk/What-we-do/Teaching-resources/Teaching-packages/Positive-Images
- **Global learning units developed by Scottish secondary teachers**: www.teachglobalambassadors.org
- **Teaching Controversial Issues**: www.oxfam.org.uk/education/resources/teaching-controversial-issues
- **Global Youth Work**: www.scotdec.org.uk/resources
- **A’Adams’ Bairns: Exploring Equality and Diversity in Scotland Past and Present**: www.scotdec.org.uk/aadamsbairns
APPENDIX.
COMPETENCES OF GLOBAL LEARNING (AGE 14-19)
<table>
<thead>
<tr>
<th>KNOWLEDGE AND UNDERSTANDING OF GLOBAL LEARNING</th>
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</table>
| **Social justice and equity** | • Underlying causes and consequences of poverty and inequality  
• Inequalities within and between societies  
• Challenges and dilemmas associated with social justice and equity  
• Ways of defining and measuring poverty and inequality  
• History and philosophy of human rights |
| **Globalisation and interdependence** | • Connections and interdependencies between global and local issues  
• North/South power relations and the impact of these  
• Impact of decisions made at different levels on people and the environment across national boundaries |
| **Sustainable Development** | • Differing views about development and quality of life and their measurement  
• UN SDGs and progress against them  
• Importance of biodiversity  
• Ethical, social, environmental, economic implications of technological development |
| **Identity and Diversity** | • Role of language in prejudice, discrimination and exclusion  
• The multi-faceted & flexible nature of identity  
• Contributions of different cultures to our lives  
• Impacts of historical process (e.g. slavery & colonisation) on people’s identities, cultures and power today  
• Impacts of stereotypes, prejudice and discrimination and how to challenge these |
| **Peace and Conflict** | • Creative and positive outcomes of conflict  
• Complexity of why some conflicts are more difficult to resolve than others |
### SKILLS OF GLOBAL CITIZENSHIP

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>Examples</th>
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| **Critical and creative thinking**             | • Evaluate media and other sources for bias, stereotypes and range of voices and perspectives  
• Identify implicit values and assumptions in yourself and others  
• Synthesize ideas and engage in development of new solutions to local and global issues |
| **Communication**                              | • Communicate effectively through a range of media about issues to suit subject, audience and purpose  
• Listen to, reflect on and evaluate another person’s point of view and respond appropriately |
| **Cooperation and conflict resolution**        | • Negotiate effectively in relationships with peers and adults  
• Use a range of strategies to resolve or manage conflict  
• Mediate disputes |
| **Ability to manage complexity and uncertainty** | • Adapt to new situations and explore new ways of seeing local and global issues  
• Break goals into achievable steps and anticipate and overcome obstacles |
| **Informed and reflective action**             | • Understand roles of elected decision-makers and those with power, and how to influence them  
• Lead others in exploring global issues and taking reflective action |
| **Self-awareness and reflection**              | • Show awareness of cultural filters through which one views the world and recognise the limitations of own perspective  
• Analyse, clarify and challenge own values and how they influence choices and lifestyle |
## VALUES AND ATTITUDES OF GLOBAL LEARNING

### Empathy and sense of belonging to a common human community
- Importance of the value of each person
- View the world and local-global issues from a wide range of perspectives
- Understand complexity of motivations of a wide range of actors in given situations
- Understand how people’s social and economic circumstances can shape the way they view situations and make choices

### Commitment for global justice and equity
- Sense of personal and collective responsibility towards, and interest in, local and global issues
- Active concern at human rights violations and injustice
- Willingness to get involved in activities promoting social justice and equity locally, nationally and globally
- Commitment to poverty eradication and social justice

### Concern for the environment and commitment to sustainable development
- Sense of responsibility towards the environment and use of resources
- Commitment to taking action to protect and improve the environment and quality of life for people locally & globally
- Sense of belonging to local and global communities
- Appreciation of human interconnectedness & interdependency at local and global levels

### Belief that people can bring about change
- Trust that individuals and groups can improve situations
- Desire to take part in global issues, and take on role as global citizen
- Willingness to work with others to bring about change locally, nationally and globally
- Recognition of the needs and rights of future as well as current generations
<table>
<thead>
<tr>
<th>VALUES AND ATTITUDES OF GLOBAL LEARNING</th>
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<tbody>
<tr>
<td>Sense of identity and self-esteem</td>
</tr>
<tr>
<td>• Appreciation of human interconnectedness &amp; interdependency at local and global levels</td>
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<tr>
<td>• Valuing of own and others’ individuality</td>
</tr>
<tr>
<td>• Appreciation of multi-faceted and flexible nature of personal identity</td>
</tr>
<tr>
<td>• Openness to new ideas and perspectives which challenge your own</td>
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<tr>
<td>Value diversity</td>
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<tr>
<td>• Awareness of own prejudices and biases, and commitment to overcoming these</td>
</tr>
<tr>
<td>• Desire to deepen understanding and interaction with different cultures both locally and globally</td>
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<tr>
<td>• Appreciation that people can learn much from others’ diverse backgrounds and perspectives</td>
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<tr>
<td>• Respect for the rights of all to have a point of view</td>
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<tr>
<td>Commitment to participation and inclusion</td>
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<tr>
<td>• Support democratic processes and learn more about own role in these</td>
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<tr>
<td>• Active support for inclusion and involvement of others in decision-making</td>
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<tr>
<td>• Willingness to get involved in activities promoting social justice and equity locally and globally</td>
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<table>
<thead>
<tr>
<th>Title</th>
<th>Teaching Migration: A Framework</th>
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<tbody>
<tr>
<td>Topic/issues covered</td>
<td>Migration, inequality, conflict, sustainable development goals, development</td>
</tr>
<tr>
<td>Target</td>
<td>Age 14 - 16 years</td>
</tr>
<tr>
<td>Time needed</td>
<td>(min 4 hours)</td>
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</table>
| School Subjects involved | Geography  
Modern Studies  
RMPS  
Citizenship / PSE |
| Learning Intentions | Learners develop and challenge their current knowledge of migration issues.  
Learners develop their migration vocabulary: key terms – economic migrant, refugee, asylum seeker, internally displaced person.  
Learners understand the reasons for a migration (push factors) and are aware of the obstacles experienced during the migration.  
Learners analyse the impacts of migration on a receiving country and understand how some media may present a biased view. |

An accompanying powerpoint for this scheme of work can be found at: [www.startthechange.eu/welcome-to-the-teachers-platform](http://www.startthechange.eu/welcome-to-the-teachers-platform)
Global citizenship competences developed

Knowledge
- Underlying causes and consequences of poverty and inequality.
- Connections and interdependencies between global and local issues.
- Impacts of stereotypes, prejudice and discrimination and how to challenge these.

Skills
- Evaluate for bias, stereotypes and range of voices and perspectives.
- Adapt to new situations and explore new ways of seeing local and global issues.

Values and attitudes
- Empathy: Understand how social and economic circumstances can shape the way people view situations and make choices

Summary of active and participatory Global Citizenship Methodologies used:
- Think Pair Share peer-to-peer learning.
- Group discussion
- Sorting and defining tasks
- Creative learning
- Numeracy – estimation and ranking
- Interpreting maps
- Deep questioning
- Role play
- Active learning techniques e.g. speed dating
- Inside-outside circles, etc.
- Cause and consequence activities
- Simulation decision-making game
- Film analysis
- Media and photo interpretation
- Using historical sources
- Philosophy for children
- Opinion continuum
- Formative assessment techniques
Lesson 1: The Person
Time needed: 2 hours
Description of activities:
Activity 1.1 In the Margins. Learners explore their impressions of who a migrant is.

Part 1: Groups of 2-3 receive an envelope containing a piece of paper with a group name on it. In fact, all groups have the word ‘migrant’ on it. Using a sheet of A3 paper, the group draw their impression of the group named, in the centre of the piece of paper. Instruct them to leave plenty of space around the outside (the margins!). If you have loads of time you could use colour magazines to cut up and make a collage. However, you should not use images from the internet at this stage.

Part 2: Move round to the next group’s poster. Use the fact table (In-depth information section available: ) to add up to 5 quick facts around the drawing. Learners choose which ones to use.

Part 3: Move round to the next group’s poster. Use the 'voices' table to add 5 voice statements around the drawing, in speech bubbles. Learners choose which ones to use.

Part 4: Learners return to their original poster and look at what has been added. Plenary discussion 1.1: What additional information have they learnt from other comments. Has has their original impression changed with having the words added? Think Pair Share final activity. (Activity 4.4 could also be done here, which would also act as an audit of pupils understanding and opinions at the start of a unit of work.)
**Activity 1.2** Defining the terms.
The there are many terms to describe migration and migrants. The accompanying powerpoint* has a migration-type sorting activity to define migration in terms of time and space. Four key terms are: Economic Migrant, Asylum Seeker, Refugee, Internally Displaced Person. Pupils could research the meaning of each of these terms or the accompanying powerpoint* has definitions.

**Plenary activity 1.2** Students can read migrant stories and attempt a classification using all these new terms at: wwe.iamamigrant.org or www.weareallmigrants.eu/short-stories-on-migration-greece

**Activity 1.3** Migrant figures – The Beans Game
There are currently estimated to be 290 million international migrants living abroad worldwide (UN estimate 2019). 29 beans are distributed to each group. Each bean represents 10 million people who have moved away from their homes (migrants). Groups have to decide how many beans go into each of the 4 categories: economic migrant, internally displaced person, refugee, asylum seeker. The actual figures are (for 2018):
- Refugees 25 million (2.5 beans)
- Asylum Seekers 3 million (0.3 beans)
- Internally Displaced 40 million (4 beans)
- Economic Migrants 220 million (22 beans)

**Plenary discussion 1.3** – What numbers did you get nearest to being correct? Which were you least accurate about? Why do you think this was? What do we hear about migration through the media? How does this affect our perceptions? Are there internally displaced people in the UK? What circumstances would people become refugees / internally displaced?
Use the UNHCR mapping tool to aid discussion: www.unhcr.org/globaltrends2016
Lesson 2: The Reasons
Time Needed: 2 hours
Description of activities:
Activity 2.1 Why? Why? Why?
Pupils start with the statement ‘People move to the UK’ and they have to ask the question ‘Why?’. This may lead to answers such as ‘They want a better job’ or ‘They are fleeing persecution’. They then should ask ‘Why’ to this statement. This continues with the aim of making at least 3 links in the ‘Why’ chain.

Plenary discussion 2.1 should lead to some of the root causes of the migration.

Activity 2.2 Role Play – Would you leave home?

This activity uses a resource from British Red Cross (Theme 1, worksheets 4&5 www.redcross.org.uk/get-involved/teaching-resources/positive-images). In this role play activity pupils take on the role of one of 6 characters (character cards – doctor, farmer, elderly woman, etc). The narrator reads out a chronological series of news headlines. At each point, pupils decide whether they would move or stay.

Plenary discussion 2.2 links to questions such as what are the characteristics of a typical migrant?, what push factors lead to people leaving a country? What does it mean for the donor country if it loses people through emigration?
**Activity 2.3 The SDGs: links to migration.**

Pupils are introduced to the Sustainable Development Goals by choosing one of the 17 goals. With a larger class than 1 SDG each, this becomes a pair task.

‘*Speed dating*’ task: They read their goal and think about what the world would be like without this goal being reached e.g. no hunger = famine, No climate action = more inhospitable places, etc. Walk around the room and as pupils pair up, they introduce their goal and the information about life without progress with this goal, before moving on to the next ‘date’.

*Inside-Outside circle:* Pupils form into two circles, one inside the other. The outside circle moves around and is stopped. The pupil(s) pairs up with their adjacent inside circle. They have to combine their two SDGs to generate a scenario which would act as a push factor for migration. For example ‘Without Reduced Inequalities (SDG10) combined with a lack of Decent Work (SDG8) people would feel trapped by prejudice into unsafe, low paid work which may cause them to leave their homes’.

*Plenary discussion 2.3* Pupils share the scenarios they have created. This can also be done as a concept web where pupils stand in a circle and use string to make links between their SDG, other SDGs and migration.
Lesson 3: The Journey

Time Needed: 2 hours

Description of activities

Activity 3.1 What’s in your bag?

Pupils are faced with the scenario of having to leave their home rapidly, as a refugee would. They have to come up with 5 items that they would take that would fit in a small backpack. They should share their ideas with others in their group. They can look at the contents of real migrants bags at www.huffingtonpost.co.uk/2015/09/08/syrian-refugees-reveal-contents-bags-flee-with_n_8102292.html

Plenary discussion 3.1 Why did pupils choose what they did? What do they note about what the images show (e.g. face-whitening cream, memory stick of pictures). Is the content of their bag a real representation of who they are as a person?

Activity 3.2 Obstacles to migration.

The link below is to a hard-hitting, realistic decision-making ‘game’ where pupils take on the role of a Syrian refugee fleeing towards safety: www.bbc.co.uk/news/world-middle-east-32057601

During the game and after completion (they can play a few times) pupils make a list of the barriers that they faced as a migrant. Alternatively, watch the clip Life Inside the Migrant Caravan: ‘Everyone Is Tired’ www.youtube.com/watch?v=5TSxa3OBD0Q

Plenary discussion 3.2 What traits do you need as a person to make it to safety? What barriers do these people face. What are people carrying? Why do you think they travel in such a large group? Life in Guatemala may be a good research area to investigate push factors.

For any of the case studies looked at so far summarise it in terms of Lee’s Model of migration - www.sociologydiscussion.com/demography/migration-demography/top-3-theories-of-migration/3148
Lesson 4: The Arrival
Time Needed: 2 hours
Description of activities:

Activity 4.1. ‘The Comfort Zone’
Think Pair Share Discussion. Ask students to think of one place they feel very comfortable and unthreatened? Home? Garden? School playground? A favourite wild place? Pupils feedback, if they wish, to whole group. Follow this with discussion ‘Can you think of a time recently when you felt uncomfortable and out of your comfort zone?’ eg joining a new class, a new sports group, moving house, etc. How did this make you feel? Which of these feelings would apply to someone moving to a new country? What would make their situation even more difficult (language, lack of home, feeling ‘alien’, separated from parents) This whole activity could be done in smaller groups, writing down their thoughts onto whiteboards / grafitti board.)

Activity 4.2 Behind the headlines?
Using a photo alone from a newspaper without the headline (accompanying powerpoint, 2 examples included*), pupils write the headline. This could be without any information or pupils could be told it is relating to migration into the UK. They then look at the actual headline of the newspaper.

Plenary discussion 4.2 What were the differences? Why do pupils think that a lot of the headlines are themed in the way they are? What types of words recur in the press in relation to migration? What picture of a migrant does this help to draw? Is this the reality?
Activity 4.3 Where do the world’s refugees go?

Similar to Activity 1.3, this activity allows pupils to understand the real numbers relating to refugees, particularly in relation to the media using terms such as ‘swarm’ and ‘invasion’ in the UK.

Pupils are given 20 cards. 5 continental areas are introduced: Asia, Europe, North America, Africa, South and Central America. Ask pupils: If your cards represented population, where would they be? Pupils distribute cards accordingly onto areas representing continents. (Asia 12, Europe 2, North America 2, Africa 2, South and Central America 2). Ask pupils: If your 20 cards represented the world’s wealth, where would it be? (Asia 2, Europe 6, North America 8, Africa 2, South and Central America 2). Ask pupils: If your cards represented where the world’s refugees are seeking safety (not their origin) where would they be? (Asia 8, Europe 4, North America 0, Africa 6, South and Central America 2). At each point, misconceptions can be raised about population, wealth and refugees.

Plenary discussion 4.3 This can also be discussed at a European scale - in 2016, the UK received applications for asylum for 39,000 individuals (including dependents) – Germany (692,000), Italy (117,000) and France (83,000). In the same year, 34% of initial applications (not including appeals) were accepted. The UK ranked 17th in Europe in terms of asylum applications per head of the population.
Activity 4.4 Links to the past.

The starting point is a newspaper headline from 1938: ‘German Jews pouring into this country’. Pupils discuss what they know about the background to the headline. Pupils then shown ‘Refugee Blues’ based on the WH Auden poem: www.youtube.com/watch?v=ADqerQUfnVE

Think Pair Share Plenary discussion 4.4 What does the film make you think? Did you know the location straight away? What surprised you? What about the words? It may be appropriate to follow this with a similar clip linked directly to the holocaust (www.youtube.com/watch?v=krubU-qbYslc&t=29s) and useful follow up information on the Kindertransport can be viewed at www.youtube.com/watch?v=XqP0uVSj3bQ
{Legacy issues from 19mins 45s to 24mins 30s}

Activity 4.5 What do you think about migration now?

Having studied migration for these lessons, this is an opportunity for pupils to assess their views so far and their awareness of bias in the media. 14 statements are prepared on cards. Pupils stand in a circle facing outwards with a hand behind their back. If they agree with a statement they put their thumb up, if they disagree they clench their fist and if they are unsure they keep their hand flat. Examples of statements are – Migrants bring new perspectives on things, Migrants don’t adapt to British culture, Migrants pay more in taxes than they take in benefits, This country is so overcrowded we don’t have room for more migrants.’ The teacher writes down the votes for each statement. Results are shared and form the basis for Plenary discussion 4.5 Ask for justifications for the most and least popular. This can form the stimulus for further research on different viewpoints and analysing ‘myths’ relating to migration e.g. www.theguardian.com/world/2014/oct/21/ten-myths-migration-europe

It would also lend itself as a stimulus for a Philosophy for Children (P4C) approach.
Lesson 5: Taking Action in School

Time Needed: 2 hours

Description of activities

Activity 5.1 Pupils discuss ideas for different actions they might wish to take to help shift the narrative around migration locally (or they can come up with their own ones). Ask them to work in a group to pick 4 or 5 ideas they might be interested in, and then put these in a matrix, scoring them according to criteria such as impact locally, impact globally, practicality (within timescale and budget, if any) and so on. Actions could be based around how welcoming the school is to new pupils, how it reflects the languages spoken in the school, a social enterprise like running a cafe for a week or be linked to, for example, Refugee Week or International Migrants Day.

Pupils should decide on an action to engage in as a group or as a whole class. Plan the action, ensuring every pupil has a role. And then start! It can be continued in subsequent lessons or homework, as required.
Amnesty International Taiwan, Write for Rights in Taiwan, 2016