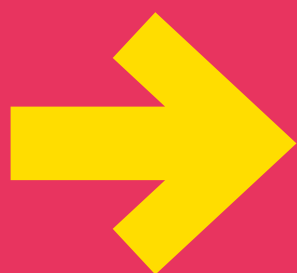


MANUAL FOR TEACHERS AND EDUCATORS

**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

Text coordination

Marina Lovato Progettomondo.mlal

With contributions from

Amici dei Popoli (Italy), Amnesty International (Czech Republic, Italy, Poland, Slovenia, Slovakia), Breza (Croatia), CISV (Italy), CZ-ART (Poland), Highland One World (Scotland), Kate (Germany), Madre Coraje (Spain), Maisons Familiales Rurales (France), Südwind Salzburg (Austria)

Special thanks to

Italo Fiorin, Educare all'Incontro e alla Solidarietà (EIS)

Design

studiosupersantos.com

Printed by

For the Right Reasons, Grant St, Inverness

This publication has been produced with the assistance of the European Union. The contents of this publication are the sole responsibility of ProgettoMondo Mlal and can in no way be taken to reflect the views of the European Union.

European Union



Partners



CONTENTS

Our common challenges to Start the Change	8
Manual to inspire: Start the Change	10
PART 1	
Start the Change educational model	16
The pedagogical approach of Service Learning	26
Participative methodologies to empower young people: a peer to peer approach	34
PART 2	
Sustainable Development Goals and Migration	44
Storytelling	98
ICT for Global Learning	106
Lessons from the Global South	114
Tips for teachers	122
APPENDIX	
Competences of Global Learning (14-19)	124

OUR COMMON CHALLENGES TO START THE CHANGE

Human mobility is a phenomenon that has accompanied the history of humanity: 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 to 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 accounts 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 into consideration all aspects of sustainability: 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, with regard to the SDGs. 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 need 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

MANUAL TO INSPIRE: START THE CHANGE

This manual for teachers is the starting point of the *Start the Change* project. *Start the Change* 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.

The 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 the organisation. The project partnership is a diverse one and includes human rights organisations, NGOs, educational organisations and youth organisations, so collectively offer 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 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. Designed to inspire teachers it also describes the steps needed to develop a project based on a Service Learning Approach. 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 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.

Gianni Cappellotto
General Coordinator of *Start the Change* Project





PART 1



START THE CHANGE EDUCATIONAL MODEL

*“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

In an increasingly interconnected and interdependent world, it is important that we have open minds, be willing to engage in dialogue and have critical vision on global themes. Migration is perceived as one of the most profoundly challenging global issues for European societies today. It is too often associated with ‘emergencies’ 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 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.

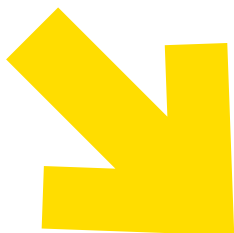
In today’s society, developing informed, critical, responsible and active citizens is not a simple task. Everyone needs space where they can act to change the context of their own lives and the lives of others, reflecting and realizing what it means to be a global citizen. Which educational spaces exist to enable young people to trust in their capacity to change the world as global citizens whilst equipping them with the tools to take action for the change they want to see?

Beginning in the classroom, *Start the Change* intends to promote the change required to face global challenges, especially the link between migration and the SDGs, by creating new narratives on issues. It promotes an educational model focused on action for positive change which, starting from school,

introduces new ways of thinking which will provide learners with concrete experience of participation in active global citizenship outside formal education. *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.

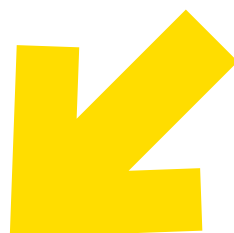


The most innovative element of this model lies in the creation of a bridge between school and society, learning and taking action, and personal, local and global dimensions. The key elements of *Start the Change* are:

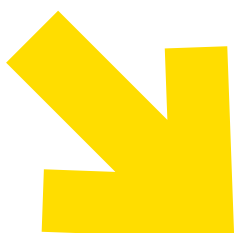


Supporting and promoting schools who are able to view and understand local challenges with a global lens

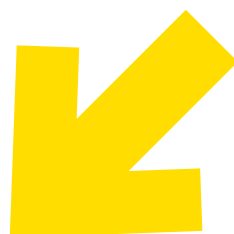
Promoting educational spaces which develop critical thinking and fight stereotypes and prejudices on migration issues



Promoting methodologies which can stimulate active youth participation inside and outside school



Creating synergies and exchanges among schools, associations, organisations and institutions involved in issues relating to the SDGs and migration



Overcoming self-referencing (unconsciously referencing your own cultural values, experiences and knowledge) and promoting a shared responsibility for global issues.



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):

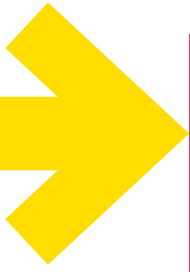
Principles

The core conceptual dimensions of global citizenship education are:

- **Cognitive:** To acquire knowledge, understanding and critical thinking about global, regional, national and local issues and the interconnectedness and interdependency of different countries and populations.
- **Socio-Emotional:** To have a sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity.
- **Behavioural:** 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, education for sustainable development and education for international understanding, and aims to advance their common objectives.

* <http://unesdoc.unesco.org/images/0023/002329/232993e.pdf>



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 experience, a concept to act and practise 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; and developing 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.

LOCAL 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 – “4.7 by 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development...”

Useful links

Education for Global Citizenship: A Guide for Schools

Global Citizenship in the Classroom: A Guide for Teachers

Teaching Controversial Issues Guide

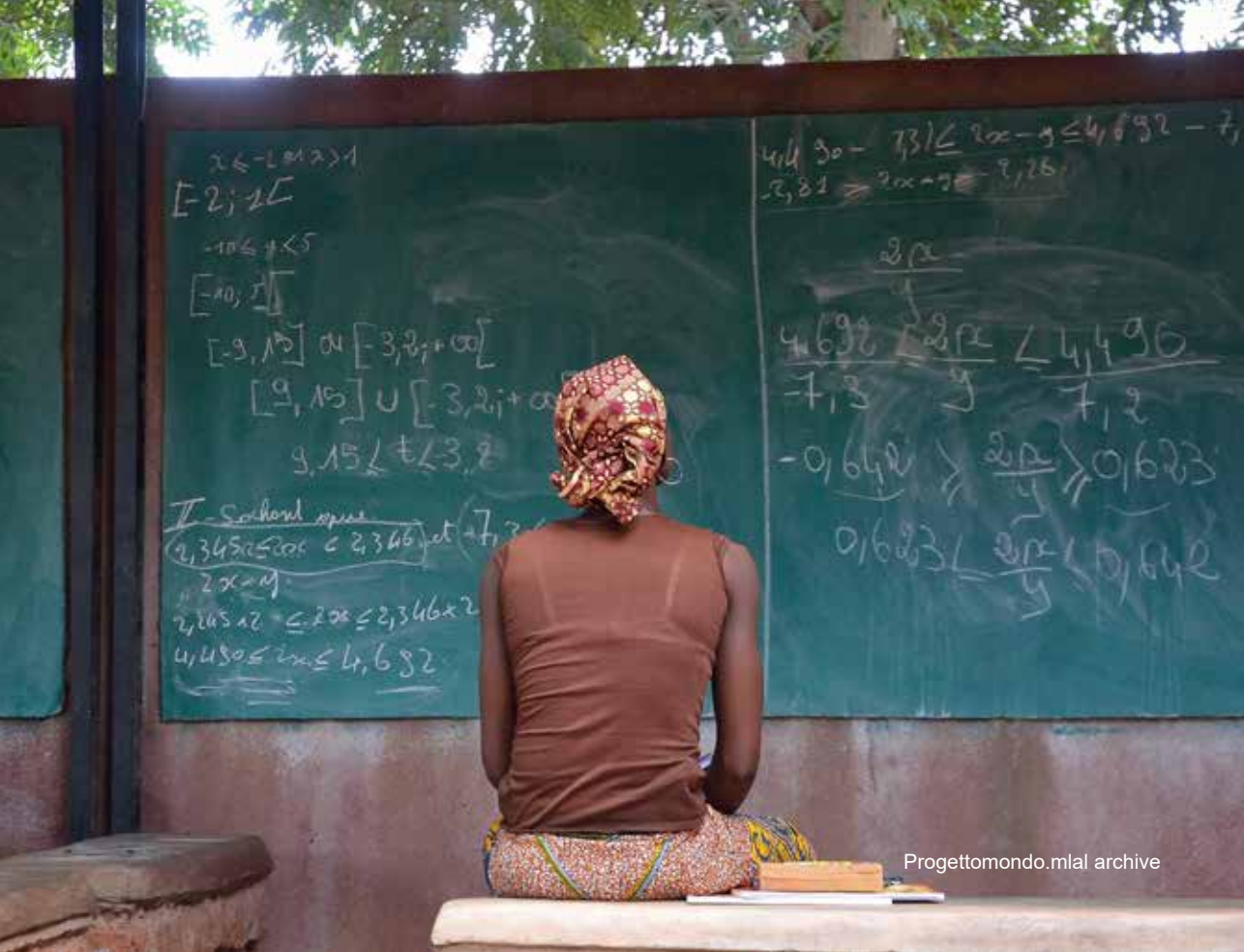
All three accessible from www.oxfam.org.uk/education/who-we-are/global-citizenship-guides

Global Citizenship: topics and learning objectives

<http://unesdoc.unesco.org/images/0023/002329/232993e.pdf>

* https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf

<http://www.oecd.org/pisa/pisa-2018-global-competence.htm>



Progettomondo.mlal archive



Madre Coraje archive





Amnesty International (photo Richard Burton), Kakuma Refugee Camp, Kenya

THE PEDAGOGICAL APPROACH OF SERVICE LEARNING

Italo Fiorin

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. Linking meaningful learning through action in the community to classroom learning is typical of an approach called Service Learning - 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 professors 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. These were young disenfranchised students who did not feel that their school had anything to give, marginalized girls and boys, from a difficult suburb where life wasn't easy, who went unwillingly to school. The walls are a perfect place for students to express tales of their anger through graffiti.

The teachers came up with a plan to empower the disenfranchised students. They told the students that they needed their help and asked if they were available. The Students accepted the professors' proposal and agreed to try their best. The Mirò Foundation was enlisted to train the youths in the art of

mural painting.

After training, they went into the school. Each student was accompanied by two children from the pre-school as helpers. This meant the young people would need to behave well to set a good example to the younger children. In the eyes of the preschoolers the adolescent boys become superheroes who could paint wonderful pictures.

When the work was completed, the students were rewarded by the mayor and received recognition 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 a pedagogical approach called 'Service Learning' (active learning in the community). This approach began a few decades ago in the United States of America. 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 of 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 different cultural contexts in which schools operate, there are some common elements which characterise Service Learning:

- 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 have an active role at all stages of the project, from its inception to its evaluation;

- action taken isn't unrelated to what the students learn at school, but is fully integrated into the curriculum and allows for better learning;
- the Service Learning project is open to collaboration with many stakeholders (local, non-profit organizations, associations...) and fosters co-operation and networking;
- The experience is monitored and documented, self-evaluation tools are used to reflect on the process and outcomes to see what has been achieved. The ability to reflect and learn from experience is vitally important.

In this way, solidarity/active citizenship is not something which is preached 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 presented as:

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 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 targets of the project, 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 have provided a useful framework highlighting some of the main features and their significance (overleaf).

PROJECT DESIGN	
Project rationale	Why do you consider it important to work on this chosen theme / problem?
Description of the context in which the intervention takes place	In which geographical, social and cultural context will the project be implemented? The description may also include “immaterial” items such as: relational climate, prejudices...
Citizenship competences	Which Global Citizenship competencies will be developed? Knowledge and understanding – the head Values and Attitudes – the heart Skills – the hand
Learning Objectives	What are the expected results in relation to the different subjects involved in the project, with particular reference to knowledge, skills, and specific goals of the curriculum and subject area?
Service Objectives	What are the expected results in terms of citizenship learning? (consciousness, shaping social responsibility, solidarity)
School subject (integration with school curriculum)	Which school subjects will be involved in the project?
Students’ involvement	What are the ways in which students are involved in the problem that is being addressed? How are they encouraged to take a leading role?

PLANNING AND IMPLEMENTATION

Identification of the problem/ need	<p>Since these projects are aimed at solving problems in the social and cultural context, it is important that the problem/need is clearly and progressively identified.</p>
Targets of the project	<p>Who will be targeted by the action?</p>
Phases of project implementation/ conclusion	<p>What are the main phases of the project? What methodologies will be used to develop different stages of the project? How will the project end? How will 'participants' benefit from it?</p>
Monitoring and Evaluation of Service project	<p>Have the service objectives been achieved? How will we be able to verify this? Are the target groups satisfied?</p>
Evaluation and self evaluation of learnings	<p>Have the learning objectives been achieved? How will we be able to verify this? It is important that the learners have opportunities for self-reflection and assessment. How will you meet this need?</p>

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

Fiorin I. (ed), *Oltre l'aula. La pedagogia del Service Learning*, Mondadori, Milano, 2016.

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

https://www.actionaid.org.uk/sites/default/files/schools_get_global.pdf

Start Now! Activate Toolkit

<https://www.developmenteeducation.ie/app/uploads/2017/07/Start-now-PDF.pdf>

Service Learning: lesson plans and projects

<https://www.amnestyusa.org/pdfs/HumanRightsAndServiceLearningPt1.pdf>



Progettomondo.mlal archive



Giorgios Moutafis, Amnesty International, Lesbos Refugee Rights Action Camp

PARTICIPATIVE METHODOLOGIES TO EMPOWER YOUNG PEOPLE: A PEER TO PEER APPROACH

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. All participants have an active role as creative and intelligent human beings. Participative methodologies aim to involve, motivate and inspire participants, providing them with the tools they need to take 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 societal 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.

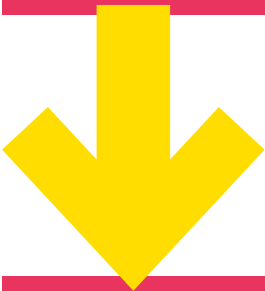
Peer education can take place in small groups in a variety of formal and informal settings such as schools, clubs or wherever young people gather. Interactive techniques used in peer education can include small group presentations, role plays, games, brainstorming, small group discussions, case studies, 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 sensitive or culturally taboo
- Involving 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 commitments outside school or curricular time with the *Start the Change* youth worker: 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 on the issues of the project
- Motivate students to have an active 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 talk with 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 could be an inspiration for educators and teachers to encourage thinking more closely about the nature and purpose of the youth participation in projects.**

The model of The Ladder of participation
developed by Roger A. Hart.



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*

- respect young people and believe that they can make significant contributions
- encourage young people to become involved
- 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*

- *Questionnaires* with 6 -10 questions. Try not to have too many open questions, since people tend to skip them.
- *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.

- *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*

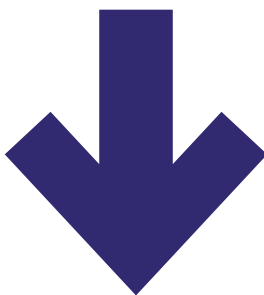
- Actively involve your students in the units of work you deliver in class and

- 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.

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, ask participants to write a letter about their experience*)
- Remember that young people have the possibility to continue their commitment outside school with the *Start the Change* project Youth Officer.



GO DEEPER

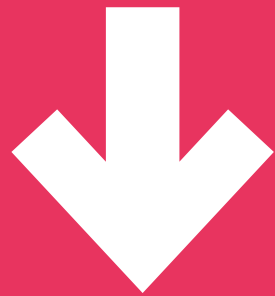
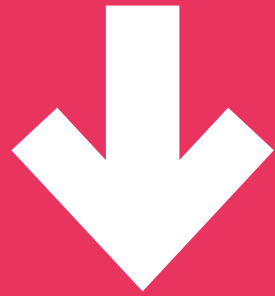
USEFUL LINKS

- **Peer Education Toolkit designed to help programme managers and master trainers of peer educators:**
<http://www.unfpa.org/resources/peer-education-toolkit>
- **Peer education resources for implementing or supporting peer education programmes in communities:**
<http://www.advocatesforyouth.org/workingwithyouth/43?task=view>
- **MY-Per Toolkit supporting implementation and evaluation of peer-based programmes for young people using good practice guidelines:** <http://mypeer.org.au/>
- **Training of trainers manual:**
<http://www.y-peer.org/resources/training-manuals/>
- **Sources for the practice of youth-adult partnership:**
http://actforyouth.net/youth_development/engagement/partnerships.cfm

RESOURCES

- Bandura, A. (1977). *Social Learning Theory*. New York: General Learning Press.
- Fishbein, M.A. et Ajzen, I. (1975). *Belief, attitude, intention and behavior: an introduction to theory and research*, Reading, MA, Addison Wesley.
- Freire, P. (1972a). *Pedagogy of the oppressed*. Harmondsworth: Penguin.
- Hart, R. A. (1992). *Children's Participation: From Tokenism to Citizenship*. Innocenti Essay no. 4, UNICEF International Child Development Centre, Florence (available online at <https://www.unicef-irc.org/publications/100>)
- Kolb, D. A., & Fry, R. E. (1974), *Toward an applied theory of experiential learning*. MIT Alfred P. Sloan School of Management.
- Lewis, L.H. & Williams, C.J. (1994). In Jackson, L. & Caffarella, R.S. (Eds.). *Experiential Learning: A New Approach* (p. 5-16). San Francisco: Jossey-Bass.
- *Recommendations for Peer-to-peer in youth information work: WHAT? WHY? HOW?* (2015) Creativitas (available online at http://www.creativitas.lt/wp-content/uploads/2015/10/creativitas_trebuchet-1.pdf)
- Rogers, Everett M. *Diffusion of innovations*. (2003) 5th ed. New York: Free Press.
- *Training of trainers manual youth peer education toolkit*. (2005) New York, NY [etc.]: [United nations population fund (UNFPA) [etc.]
- Wye SQ, Madden A, Poeder F, McGuckin S, Shying K (2006). *A framework for peer education by drug-user organizations*. Australia, p:5–39

PART 2



SUSTAINABLE DEVELOPMENT GOALS AND MIGRATION

1. What is Agenda 2030?

The 2030 Agenda for Sustainable Development was adopted in 2015 by 193 UN member states. It consists of a global development framework of 17 development 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 and resilient path.

The purpose of the Agenda's Sustainable Development Goals (SDGs - 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:* The 2030 Agenda calls for the establishment of multi-stakeholder partnerships to mobilize and share knowledge, expertise, technology and financial resources, and to support the achievement of SDGs in all countries.



→ **Goal 1: 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



→ **Goal 2: 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.



→ **Goal 3: 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, however, these interventions need to be expanded, particularly in regions with the highest burden of disease.



→ **Goal 4: 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.



→ **Goal 5: 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.

.....

➔ **Goal 6: 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.

.....

➔ **Goal 7: 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.

.....

➔ **Goal 8: 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.

.....

➔ **Goal 9: Build resilient infrastructure, promote sustainable industrialization 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 growth.

.....

➔ **Goal 10: 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.

.....

➔ **Goal 11: Make cities inclusive, safe, resilient and sustainable.**

The pace of urban growth has been unprecedented. Urban dwellers outnumber their rural counterparts, by 2015, 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.

.....

➔ **Goal 12: 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, which measures the amount of raw material extracted to meet consumption demand, increased globally, as did the amount of material used in production processes.

.....

➔ **Goal 13: Take urgent action to combat climate change and its impacts.**

Global temperatures continued to increase in 2016, setting a new record of around 1.1 degrees Celsius above the pre-industrial period. The extent of global sea ice fell to 4.14 million square kilometres in 2016, the second lowest on record. Atmospheric CO₂ levels reached 400 parts per million. Drought conditions predominated across much of the globe, influenced by the El Niño phenomenon. 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.

.....

➔ **Goal 14: 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. Small island developing States are the most threatened.

.....

➔ **Goal 15: 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.

.....

➔ **Goal 16: 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— for example, on access to information and human rights promotion— but implementation does not always follow suit.

.....

➔ **Goal 17: 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 actors, and a reinvigorated Global Partnership for Sustainable Development.



Con nuestra
lucha los
Caminaremos
Y nadie
Con los ob

Hoy te

12 PR

Child
dren
the sh
down



canto, con nuestra
niños triunfarán
os a la unidad
nos detendrá;

Producción
Consumo
Responsables
Campesinos
también
te h

OBJETIVOS
DE DESARROLLO
SOSTENIBLE

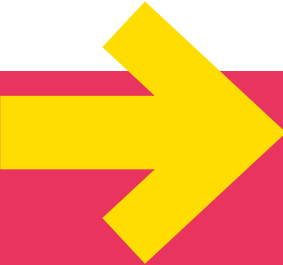


Es
AGUA LIMPIA Y SANEAMIENTO
Producción y Consumo Responsables
Acción por el Clima
VIDA SANA
VIDA DE ECOSISTEMAS
TECNOLOGÍA






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: <http://worldslargestlesson.globalgoals.org/>





LET'S CHANGE

SDGs are often seen as very detached from our daily life. Invite your students to concentrate on the concept of sustainability involving every sector: 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...).

1.2 Migration and SDGs

DEFINITIONS	
<p>Refugee 22.5 million refugees globally (UNHCR Statistical Yearbook 2015)</p>	<p>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).</p> <p>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.</p>
<p>Asylum seeker 2.8 million asylum seekers globally (World Economic Forum 2016)</p>	<p>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.</p>

DEFINITIONS	
<p>Internally displaced person 40.3 million displaced by conflict & violence (IMDC 2016)</p>	<p>Someone forced to flee their home because of war or natural disasters but 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.</p>
<p>Voluntary Migrant 220 million (International Organisation for Migration 2016)</p>	<p>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.</p>

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% 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 (or, 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

* Of these, it is estimated that about 90% migrated due to economic, social, political and environmental factors, and only 10 per cent were refugees fleeing violence, persecution, human rights abuse, and/or armed conflict according to J. Woetzel, A. Madgavkar, K. Rifai, F. Mattern, J. Bughin, J. Manyika, T. Elmasry, A. Di Lodovico and A. Hasyagar, Global migration's impact and opportunity (London: McKinsey Global Institute, November 2016)

through the remittances (money) sent home.

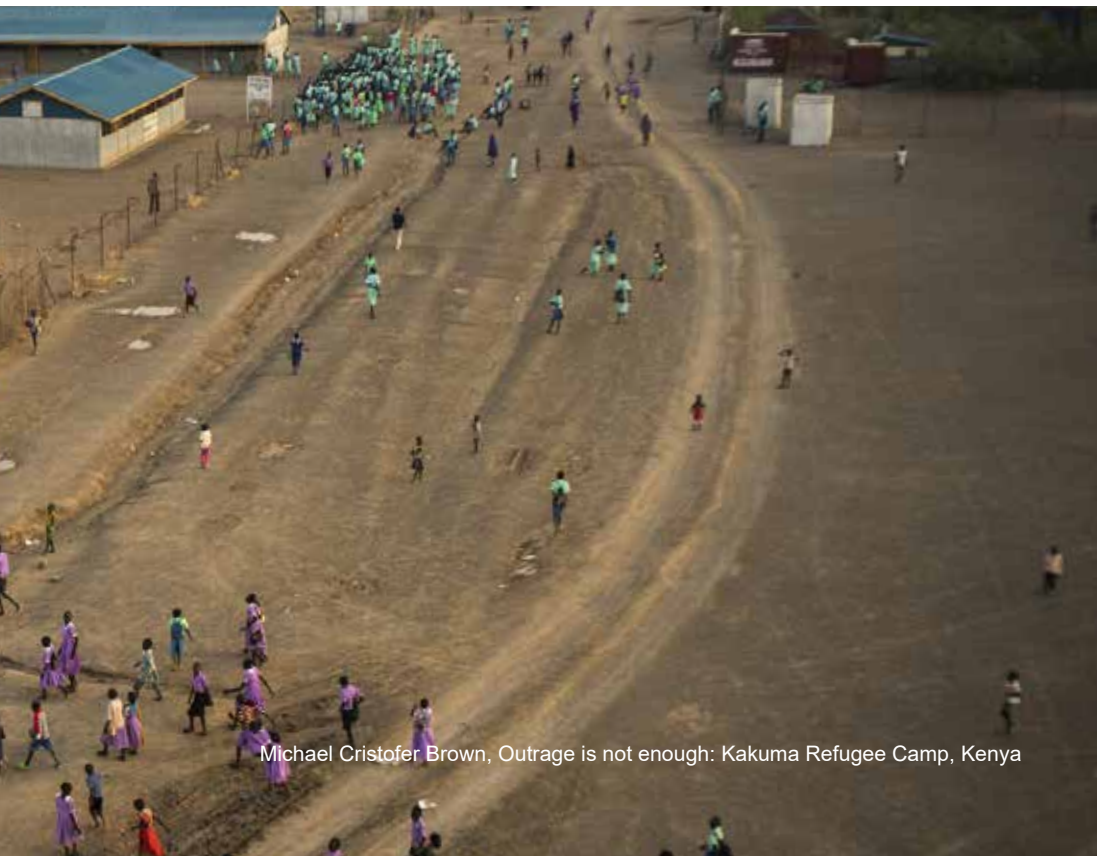
Agenda 2030 explicitly refers to migration and recognizes the economic value of migrants: migrant workers are expressly considered in SDG 8 on economic growth and decent work; issues of trafficking noted as part of SDG 16 on peaceful societies; SDG 10 calls for a reduction in the transaction costs of 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'.

But while migration and remittances are specifically covered within several Targets, migration is relevant to many of the other Goals.

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



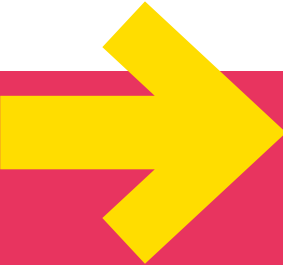
refugees, then no one country would be overwhelmed. A 'fair share' could be based on reasonable criteria such as national wealth, population size and unemployment rate.



Michael Cristofer Brown, Outrage is not enough: Kakuma Refugee Camp, Kenya



LET'S START

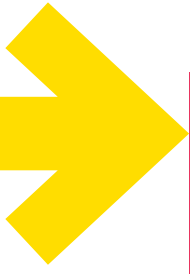


Brainstorm the reasons why people are forced to move from their homes. Refer to the 'push factors' that cause people to flee their homes. Ask students to work in small groups and to write down 3 things they would bring with them if they were forced to suddenly flee their home. Ask each student to present 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)
http://www.eycb.coe.int/compass/en/pdf/compass_2012_inside_FINAL.pdf

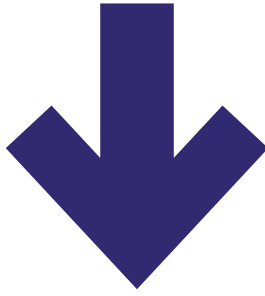


LET'S CHANGE

Divide your students into small groups and ask them 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, experiences of migrant associations in their area. In class, let the students share their stories with the group. Remember that students must have a leading role in this experience: let them speak!



Andrew Stanbridge, Amnesty International, Rohingya Crisis, Bangladesh, 2016



GO DEEPER

- **A complete document on migration in the Agenda 2030:**
https://www.iom.int/sites/default/files/press_release/file/Migration%20in%20the%202030%20Agenda.pdf
- **To know more about Agenda 2030:**
<https://sustainabledevelopment.un.org/post2015/transformingourworld> ;
<https://unstats.un.org/sdgs/report/2017/>
- **Principles of Agenda 2030:**
http://www.unssc.org/sites/unssc.org/files/2030_agenda_for_sustainable_development_kcsd_primer_en.pdf
- **Drivers of migration:**
https://refugeesmigrants.un.org/sites/default/files/issue_brief_ts2_final.pdf
- **Migration and SDGs:**
<https://www.odi.org/sites/odi.org.uk/files/resource-documents/11827.pdf>
- **Interactive maps on migration:**
<http://metrocosm.com/global-immigration-map/> ; <https://www.iom.int/world-migration>

Some up-to-date data:

- **UN Dept. for Economic and Social Affairs (2017)** <https://www.un.org/development/desa/publications/international-migration-report-2017.html> ;
<http://www.unhcr.org/figures-at-a-glance.html>
- **International Organisation for Migration - Lots of up-to-date stats, maps, migrants' stories:** <https://www.iom.int/>
- **Refugees:** <https://www.amnesty.org/en/documents/pol40/4905/2016/en/>
- **UN High Commissioner for Refugees (UNHCR):** <http://www.unhcr.org/uk/>
- **Migration Policy Institute – Top 10 Migration Issues of 2017:** <https://www.migrationpolicy.org/programs/migration-information-source/top-10-migration-issues-2017>

1.2.2 SDGs and migration; specific focus and work ideas

→ 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.

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.



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.

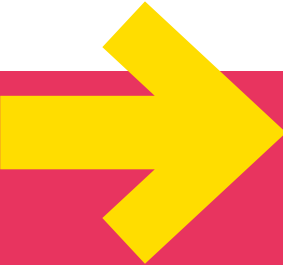
International migration is a powerful symbol of global inequality, whether in terms of wages, labour market opportunities or lifestyles. Inequality, like poverty, is multi-dimensional. There are socio-cultural dimensions to inequality, as well as inequalities in access to power.

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 may be part of the solution.
- In relation to refugees, 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.



LET'S START



We are all equal, but some are more equal than others. In this activity participants take on roles and move forward depending on their chances and opportunities in life. Students will gain experience of global and social inequalities through this activity: <https://www.coe.int/en/web/compass/take-a-step-forward>



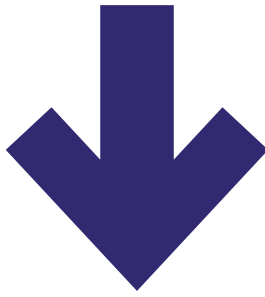


LET'S CHANGE

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. Ask participants to then read aloud what they have written.

Ask them to come up with ideas for overcoming the possible challenges that a multicultural society can present.

*Source: "Respect my Rights, Respect my Dignity" – Module three, sexual and reproductive rights, Amnesty International. <https://www.amnesty.org/en/documents/act30/0010/2015/en/>



GO DEEPER

- **An article to analyse the link between migration and economic inequalities:**
<https://www.fordfoundation.org/ideas/equals-change-blog/posts/why-today-s-migration-crisis-is-an-issue-of-global-economic-inequality/>
- **The role of migration in reducing inequality:**
<http://www.e-ir.info/2013/05/01/international-migration-and-global-economic-inequality/>
- **Some data on human development:**
<http://www.undp.org/content/undp/en/home/librarypage/hdr/2016-human-development-report/>
- **Development and SDGs:**
<http://www.undp.org/content/undp/en/home/sustainable-development-goals.html>
- **Inequalities index:**
<https://www.theguardian.com/inequality/datablog/2017/apr/26/inequality-index-where-are-the-worlds-most-unequal-countries>




Amnesty International, Journey to Lesbos, January 2016



Progettomondo.mlal archive

→ **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 percent 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.

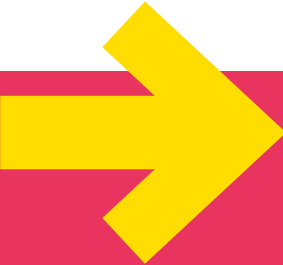
“Migrants steal our jobs” is a common cliché across Europe. In reality, the link between migration and the labour market is a complex issue with both benefits and costs.

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 consisting of networks, skills and acquired knowledge 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.

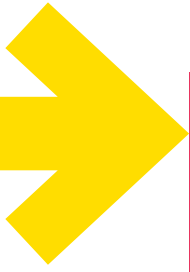


LET'S START



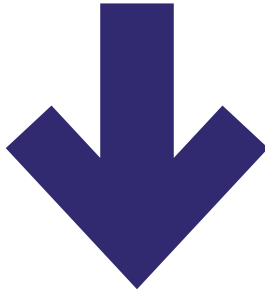
Divide your students into two groups and ask them to undertake some research: one group will work on emigration histories from the past and the other on recent emigration by a relative or by an acquaintance. Ask them to find out: what was or is their job? What difficulties did or do they face? ; Have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





LET'S CHANGE

Prepare some coloured cards with common stereotypical statements on migration in your country (for example: “migrants are invading us”; “they’re stealing our jobs”, “we spend lots of money supporting them”, “Scotland doesn’t need migrants”...) You can find some here <http://www.prismproject.eu/stereotypes-about-immigration/>). In small groups your students must come up with confident answers to combat these myths. Ask them to act inside your by school creating a ‘*wall of truth*’ to refute all those myths or stereotypes.



GO DEEPER

- **Data special focus on Labour migration:**
<http://www.ilo.org/global/topics/labour-migration/lang--en/index.htm>
- **Migration and remittance:**
<http://www.worldbank.org/en/topic/migrationremittancesdiasporaissues/brief/migration-and-remittances-publications>
- **Discrimination:**
<http://www.enar-eu.org/Racism-plays-a-key-role-in-migrants-exclusion-and-violations-of-rights-in-the>




Progettomondo.mlal archive



Progettomondo.mlal archive

→ 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 per cent of the EU population were born in a different country** from the one in which they reside. Children under the age of 15 constitute five per cent of this group.
- Children with a migrant background (either first-, second-, or higher-order-generation migrants) show tendencies towards **lower educational performance** and are **more likely to leave school early** than their counterparts from a native background, though this is obviously not always the case.
- 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)**.

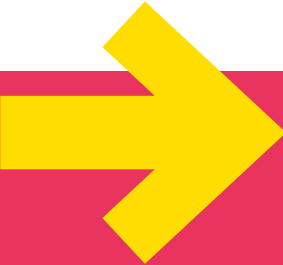
Migration and education are complex and interrelated. Both individuals and societies can benefit from their synergy; through migration and education, individuals can develop skills and knowledge to contribute to social and economic development. It is well known that education contributes to improving 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.



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 your country and its school system?

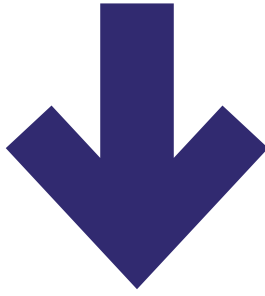
What does your school do for migrant students?

Ask your 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.



LET'S CHANGE

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 serious situation. In small groups: What did they think about? What could be the possible solutions? On the basis of their discussion, ask them to prepare a presentation (a video, comic strip, brief theatre performance, drawing etc.) to share with other students. Invite students of other classes, if possible!



GO DEEPER

- **Discrimination of immigrant children:**
<https://www.migrationpolicy.org/research/educational-psychological-and-social-impact-discrimination-immigrant-child>
- **Education of migrant children** - a report to download:
https://www.rand.org/pubs/research_reports/RR1655.html
- **Convention on the Rights of the Child:**
<http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx>




Progettomondo.mlal archive



Stephanie Foden, Amnesty International, Edminson Elementary School, Canada, June 2017

→ Goal 5: Gender equality

Migrant and refugee women and girls can experience violence at all stages of the migration process, especially 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 per cent) than non-migrants (63.9 per cent).
- **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.

* Source: UN DESA 2016 b

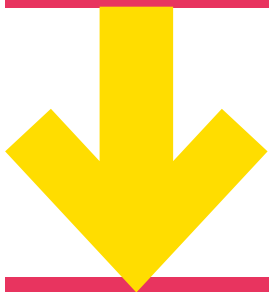
Considering that women who migrate are less visible but more vulnerable than men, and also that they are more likely to be discriminated against and undervalued in the labour market, migration policies should become gender sensitive and new mechanisms of protection should be developed and improved.

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, one 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 compare to men.

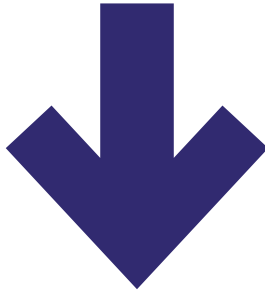
LET'S START

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.



LET'S CHANGE

Research your local area: are there any migrant women's' associations locally? What is their mission? What activities do they get involved in? Highland Multicultural Friends and the WEA are two examples. Invite some of the women to school, organizing a 'human library' to let them become known to other students.



GO DEEPER

- **Some facts and data:**
<http://www.unwomen.org/en/news/in-focus/women-refugees-and-migrants>
- **Focusing on domestic workers:**
<http://www.unwomen.org/en/digital-library/multimedia/2016/9/infographic-migrant-domestic-workers>

→ **Goal 11: Sustainable cities and communities**

Actions that take into account the needs of poor internal migrants, and the urban poor more generally, enhance their well-being and are more likely to maximise benefits of migration for the host city economy

.....

→ **Goal 13: Climate action**

Better consideration of migration as a response to climate change is required – for both extreme and slow-onset changes, and tackling the causes of climate change will affect migration flows in future.

.....

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.
- **The ones 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. Moreover, migrants often take crucial resources, skills and knowledge with them, leaving behind communities with insufficient capacity to respond to climate change impacts in those places. **Investment in Disaster Risk Reduction and adaptation can help to reduce migration and the associated ‘risks’ by tackling the causes.**

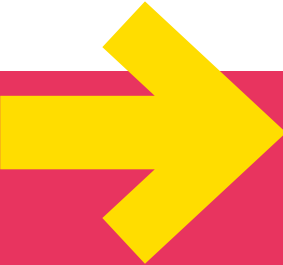
The relationship between migration and environment is an integral part of human history. Environmental impacts have always been a factor in driving migration, as people move out of harm's way and towards more favourable living conditions. At the same time, the influence of migration on the environment 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.

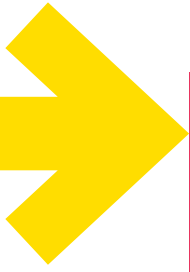


LET'S START



What are the main causes of migration in your opinion? Brainstorm with your students, focusing on the environment and climate change as principal drivers of 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.

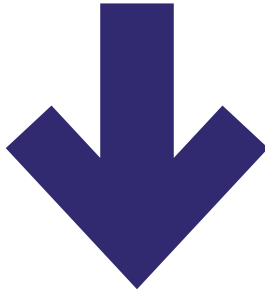




LET'S CHANGE

We are all collectively 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: forests, coasts, desert...). Produce a presentation with photos and explain to them that now is the time to change and think about building the future for all. Ask people to get into groups of 3 or 4. Hand out A4 paper and pens and ask them to draft or 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 contacting local environmental or sustainability groups and get involved with working for a sustainable future.

Adapted from "Our futures" p.242 : http://www.eycb.coe.int/compass/en/pdf/compass_2012_inside_FINAL.pdf



GO DEEPER

- **A publication on the impact of climate change on migration and conflict:**
http://siteresources.worldbank.org/EXTSOCIALDEVELOPMENT/Resources/SDCCWorkingPaper_MigrationandConflict.pdf
- **Some facts to start:**
<https://www.iom.int/migration-and-climate-change>
- **An interesting article:**
<https://www.theguardian.com/environment/2017/dec/21/devastating-climate-change-could-see-one-million-migrants-a-year-entering-eu-by-2100>



Progettomondo.mlal archive



Progettomondo.mlal archive

➔ **Goal 16: Peace, justice and strong institutions**

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. Moreover, migration can 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 and having intrinsic dignity: the **UN Charter and 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.

Investigating issues related to migration should always be viewed from a human rights perspective. This perspective is crucial as it places people at the centre, emphasizing the importance of intrinsic dignity and their inalienable, equal rights over their instrumental value in the labour market and development discourse.

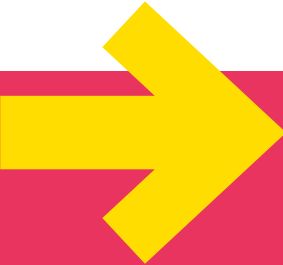
The international community can share responsibility for supporting the global refugee population in two significant ways: by resettling vulnerable refugees, and by ensuring that UN appeals for funding are met.

Our shared responsibility:

- 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.
- 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.



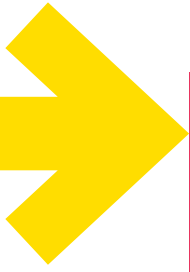
LET'S START



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

Brainstorm with your students their opinions linked with “The ‘other’, 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? Which aspects cause you concern?

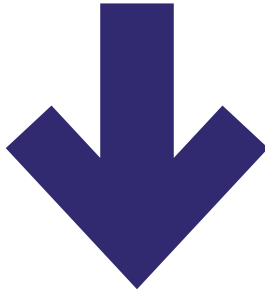
Divide the students into small groups (4-6) and invite them to make a list of suggestions to overcome stereotypes, prejudices and discrimination.



LET'S CHANGE

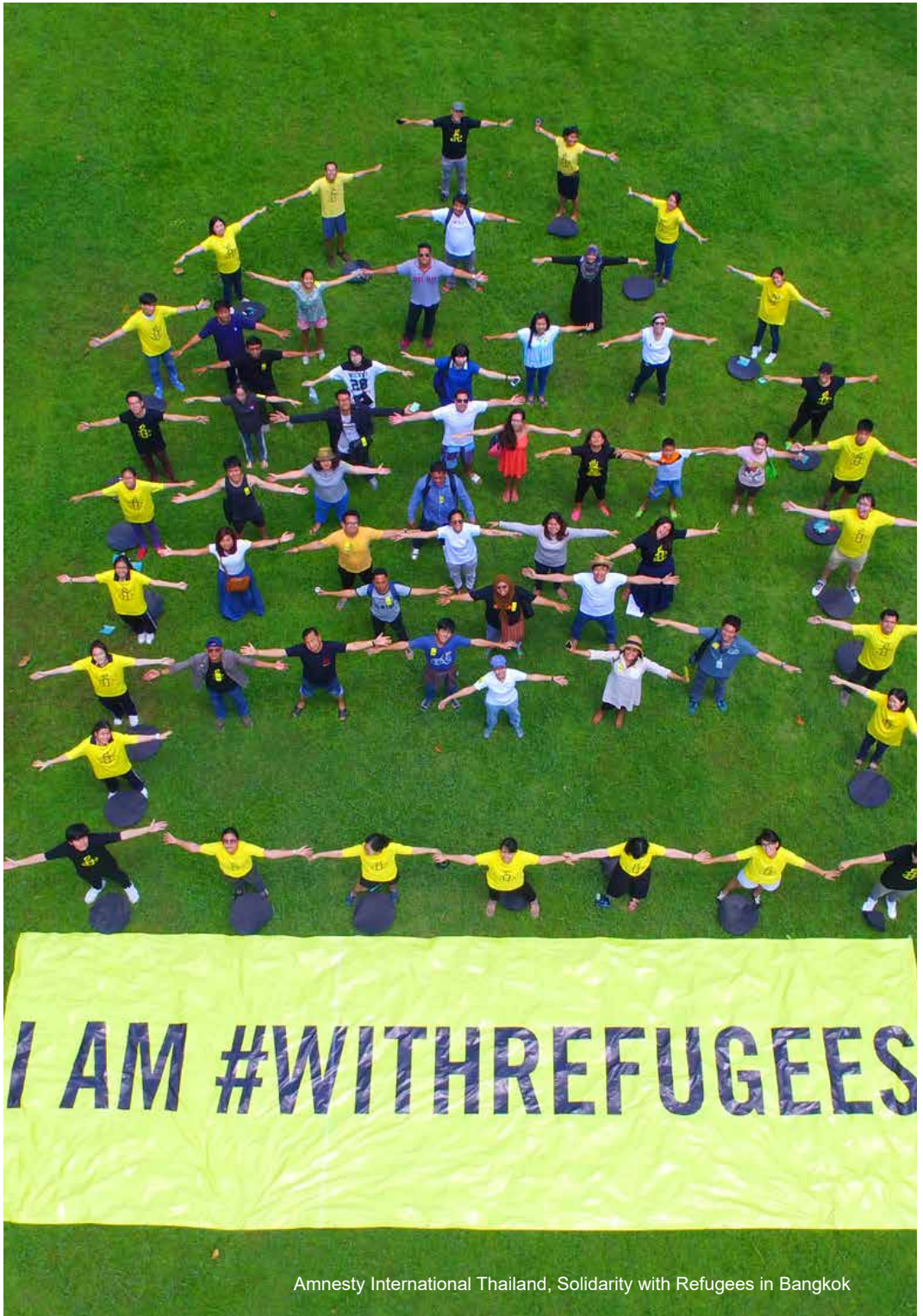
*Migrants constitute a minority that becomes the target of xenophobic and racist attacks, and is exposed to **hate speech and hate crimes**.*

Find some examples of hate speech in your country 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 prejudices and hate speech, and counter a single, negative, narrative around migration.



GO DEEPER

- **An overview on definitions and laws:**
<https://www.amnesty.org/en/what-we-do/refugees-asylum-seekers-and-migrants/>
- **Human Rights Watch:**
<https://www.hrw.org/topic/migrants>
- **The integral text of Declaration of Human Rights:**
<http://www.un.org/en/universal-declaration-human-rights/index.html>
- **Geneva Convention:**
<http://www.unhcr.org/pages/49da0e466.html>
- **Stories of migrants:**
<https://iamamigrant.org/>



Amnesty International Thailand, Solidarity with Refugees in Bangkok

STORYTELLING

For centuries, people have been telling stories in a diversity of ways. There are many types of storytelling: plays, novels, short stories, folk tales, movies, journalism, photography, even day-to-day communication can be a simple form of storytelling. Stories teach and entertain, and they have the power to connect with people on an emotional level.

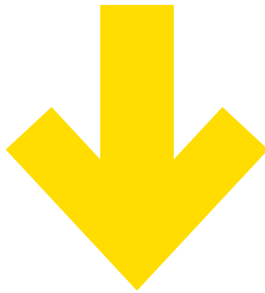
Start the Change assigns a special space to storytelling as a technique to talk about the complex issue of migration and the Sustainable Development Goals. It aims to develop storytelling products which can help talk about the issues in an innovative way, promoting new visions and ideas from a youth perspective. In this section of the manual you can find some ideas for using this technique and some examples of activities.

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

When we say the **world** of a story what we mean is **the environment or set of rules in which the story takes place**. It 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 movies 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 movie take place? Is it one world or multiple worlds?
2. Try mixing a character and world from different movies. 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

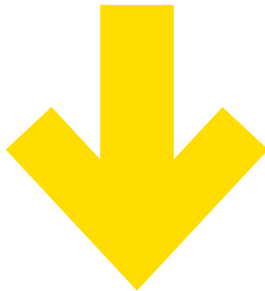
- External features (what do they look like, is it a human, animal, object; clothes, physical characteristics)
- Internal features (Are they brave, smart, jealous, insecure, etc.?)
- What does your character like to do? What are his/her/its beliefs? What do they enjoy/not enjoy?
- Character comes from 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?

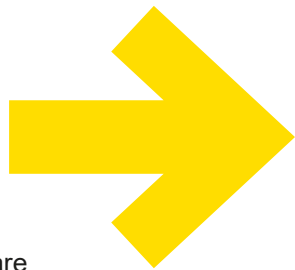
Who do they want to become?

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 three 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.

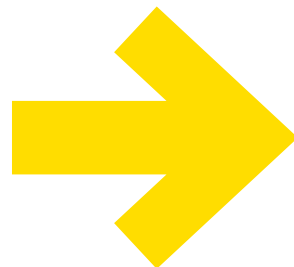
Act 2

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.





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 create a 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 very difficult and involves many challenges. They 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 <http://iamamigrant.org/>



LET'S CHANGE

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 makes recordings of the story circle for later listening.

Students should now be ready to produce their own tales on migration. Encourage learners to discuss with their classmates and choose a specific aspect of migration that they are interested in. They have all the elements required to produce new visions on migration to contribute to awareness raising with their peers.

ICT FOR GLOBAL LEARNING

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 sharp questions that have to be addressed if we are to advance progress towards Agenda 2030.

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

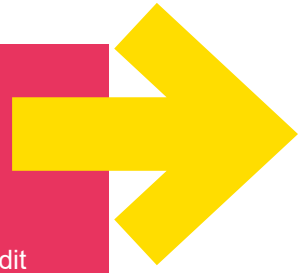
If designed and implemented properly, ICT-supported education can promote the acquisition of the knowledge and skills to empower students for lifelong learning. The internet, for example, represents an extraordinary low-cost global learning environment, though digital skills are necessary to approach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

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 create a view by category and layers, zooming 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 you 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, 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.

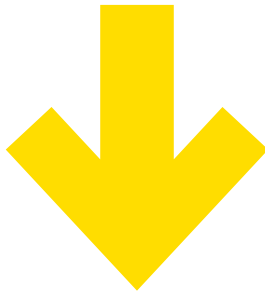
Citizen journalism

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.

Moreover, 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.





LET'S CHANGE

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 suggest possible topics that are close to the students' reality, so they can share direct experience or can easily develop content, for example, through interviews and questionnaires. With a migration focus, for example, 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 to 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:

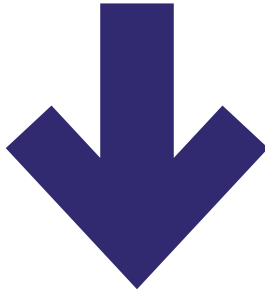
- one or more images that students can take themselves or find online, paying attention to copyright issues
- some original text
- one or more videos that can be made themselves, (e.g. an interview) or that they can find online
- some audio content etc.

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 (<https://bookcreator.com/>):** a platform to make your own beautiful ebooks on a PC or Tablet
- **Canva (<https://www.canva.com/>):** a graphic tool to create presentations, flyers, charts etc.
- **Designbold (<https://www.designbold.com/>):** an alternative to canva
- **Easyblog (<https://easyblog.org/>):** a platform for classroom blogging
- **Google Forms (<https://www.google.com/forms/>):** a platform for creating online forms and surveys
- **Google Sites (<https://sites.google.com/>):** a tool for creating and sharing web pages
- **MyMaps (<https://www.google.com/maps/about/mymaps/>):** a tool for creating custom maps
- **Spreaker (<https://www.spreaker.com/>):** a platform for recording podcasts and creating a school webradio
- **Wevideo app (<https://www.wevideo.com/>):** a tool for video editing
- **Wordpress (<https://wordpress.com/>):** a platform for web publishing and blogging



GO DEEPER

- **The annual Europe's Digital Progress Report (EDPR)**
<https://ec.europa.eu/digital-single-market/en/news/europes-digital-progress-report-2017>
- **Unesco. ICT in Education**
<https://en.unesco.org/themes/ict-education>
- **The Digital Competence Framework 2.0**
<https://ec.europa.eu/jrc/en/digcomp/digital-competence-framework>

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 attributed to it.



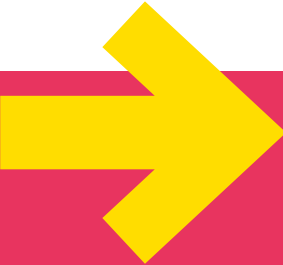

Progettomondo.mlal archive



Progettomondo.mlal archive



LET'S START

- 
1. 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?
 2. 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 (an example: <http://metrocosm.com/global-immigration-map/>)
 3. Learners could also explore global inequalities through an activity like this: <https://www.oneworldcentre.org.au/wp/wp-content/uploads/2013/11/The-Lolly-Game.pdf>
- 



LET'S CHANGE

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

Africa is a continent of orality. Traditionally, 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 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 its visibility in the

community.

Amnesty International-Benin organized a radio broadcast inviting students, parents, teachers and head teachers. It also participated in the discussion. 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, emphasizing the notion that everyone deserves equal access to education and the opportunity to learn.

- Create a new school motto or vision 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, 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.

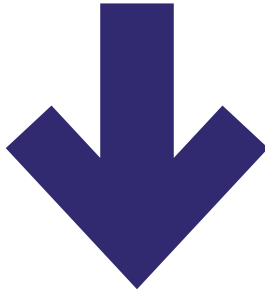
- *Start the Change* aims to continue working with young people outwith schools to promote their active citizenship. Help STC staff promote the involvement of your students after you have explored the issues in class. Keep in touch with them!

Cinema for education

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

Here you can find some suggestions:

- “Africa for Norway” (3m45s) – A tongue in cheek video on aid from an African perspective: <https://www.youtube.com/watch?v=oJLQyuxm96k> More about the campaign: <https://www.radiaid.com/>
- A mother waiting to hear the destiny of her son: “Les avales du grand bleu” (7m40s): <https://vimeo.com/124695833> (abstract in French with English subtitles)
- Maroc: le masque de la migration” a docu-film by Hicham Lasri **(Arabic with French subtitles)**
Part 1 (10m): https://www.youtube.com/watch?v=grEOjKe9g_k
Part 2 (9m10s): <https://www.youtube.com/watch?v=2jEFetfAZdA>
Part 3 (10m40s): <https://www.youtube.com/watch?v=oJW0CNCtgsA>
- “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: <https://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: <https://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: <https://vimeo.com/124156905> **(French subtitles - For modern languages teachers)**



GO DEEPER

- **Guide to Using Participatory Methodologies for Human Rights Education: Facilitation Manual:**
<https://www.amnesty.org/en/documents/ACT35/020/2011/en/>
- **Human Rights and the Global Goals:**
<http://cdn.worldslargestlesson.globalgoals.org/2017/07/Amnesty-WLL-lesson-plan-English.pdf>
- **Compass: Manual for Human Rights Education with Young People:**
<https://www.coe.int/en/web/compass/>
- **Respect my Rights, Respect my Dignity – Module One: Poverty and Human Rights:**
<https://www.amnesty.org/en/documents/ACT35/021/2011/en/>
- **Anna Lindh Education Handbook on Intercultural Citizenship:**
<http://www.annalindhfoundation.org/citizenship-handbook>
- **Global Dimension In Secondary Schools:**
<http://www.humanitas.si/data/useruploads/files/1342784547.pdf>
- **Young People and International Development: Engagement and Learning:**
<http://www.humanitas.si/data/useruploads/files/1342784657.pdf>

TIPS FOR TEACHERS

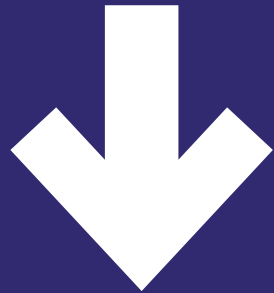
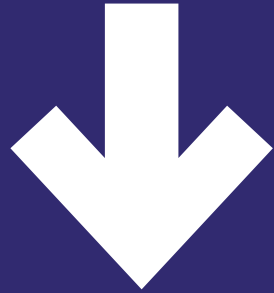
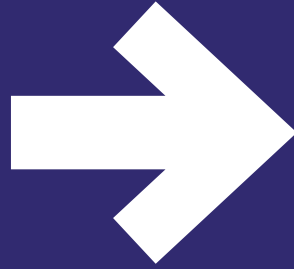
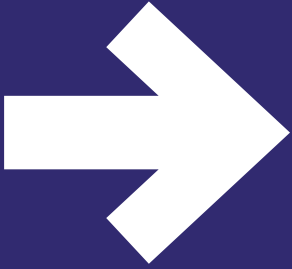
- Consider your local context and choose the focus on migration and SDGs that is the most relevant for you and your students. Reflect on the main challenges you want to deal with and involve your students as much as possible. Ensure that you are using appropriate language.
- This manual won't include all your specific needs; and you will need to modify activities to fit the context and needs of your learners. Ask the *Start the Change* project staff to support you and ask for suggestions of other resources, tools or help if needed.
- Address the issue of migration by bringing it as close as possible to the local context. Use data, news and general perceptions among people.
- If possible, promote concrete opportunities to exchange experiences with testimonials from the South. Involve organisations and testimonials from your local area, possibly from migrant families or refugees; to enrich the teaching and learning.
- There isn't the "right number" of activities that you have to include: there is a minimum of 4 hours for the whole unit of work but you are free to increase this and create the best structure for your needs.
- Take care not to over-plan or to overestimate the number of activities students can carry out in a single session. Remember, too, that when using participatory methodologies, the content of the activities can be challenging and tiring for the participants especially when they have to remember and share experiences from their own lives. Always try to ensure that the time you have available is sufficient for the activity.

- If some steps are expected to take longer than the time available, adapt them in such a way that their thematic content is covered adequately.
- If you have to cut out some activities or steps due to time restraints or other unforeseen factors, make sure that at the end of each session there are opportunities for students to articulate proposals for personal and collective action.
- Examples and case studies which the group can relate to and understand should be used to inspire students to take action.

Here are some more online resources of classroom activities to help you develop a unit of work:

- **World's Largest Lesson – Introducing the Global Goals – ages 8-14:** <http://cdn.worldslargestlesson.globalgoals.org/2017/08/13-Introducing-the-Global-Goals-60min2.pdf>
- **OXFAM – More or Less equal? Resources for Geography (and English/ maths) – Introduction – Thinking about the Sustainable Development Goals – ages 11 – 16:** <https://www.oxfam.org.uk/education/resources/more-or-less-equal-geography>
- **Refugee Week 2017 – Our Shared Future:** <http://www.redcross.org.uk/en/What-we-do/Teaching-resources/Lesson-plans/Refugee-week-2017>
- **Link to multiple resources related to migration and refugees:** <http://www.redcross.org.uk/Tags/-Refugees-and-migration?cts=teachingresources>
- **Red Cross - Fleeing violence in Myanmar – ages 11-18:** <http://www.redcross.org.uk/Fleeing-violence-in-Myanmar>
- **SCOTDEC – SDGs - 17 activities for 17 goals:** <http://www.scotdec.org.uk/resources/sustainable-development-goals-activities-for-scouts-and-guides/scouts>
- **GAPMINDER VIDEO – HANS ROSLING – Don't Panic – End Poverty (in 15 years) –** <https://www.gapminder.org/videos/dont-panic-end-poverty/>
- **Oxfam – Rohingya Crisis – 2017 - ages 11-14/14-16 How the charity responds to a humanitarian emergency:** <https://www.oxfam.org.uk/education/resources/rohingya-crisis>
- **British Red Cross – Positive Images Toolkit – a resource on migration and development – 12-16:** <http://www.redcross.org.uk/What-we-do/Teaching-resources/Teaching-packages/Positive-Images>
- **A series of units of work developed by Scottish secondary teachers:** <http://www.teachglobalambassadors.org/>

APPENDIX. COMPETENCES OF GLOBAL LEARNING (AGE 14-19)



KNOWLEDGE AND UNDERSTANDING OF GLOBAL LEARNING

Social justice and equity	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Creative and positive outcomes of conflict • Complexity of why some conflicts are more difficult to resolve than others

SKILLS OF GLOBAL CITIZENSHIP

Critical and creative thinking	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

<p>Empathy and sense of belonging to a common human community</p>	<ul style="list-style-type: none"> • 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
<p>Commitment for global justice and equity</p>	<ul style="list-style-type: none"> • 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
<p>Concern for the environment and commitment to sustainable development</p>	<ul style="list-style-type: none"> • 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
<p>Belief that people can bring about change</p>	<ul style="list-style-type: none"> • 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

VALUES AND ATTITUDES OF GLOBAL LEARNING

Sense of identity and self-esteem	<ul style="list-style-type: none"> • Appreciation of human interconnectedness & interdependency at local and global levels • Valuing of own and others' individuality • Appreciation of multi-faceted and flexible nature of personal identity • Openness to new ideas and perspectives which challenge your own
Value diversity	<ul style="list-style-type: none"> • Awareness of own prejudices and biases, and commitment to overcoming these • Desire to deepen understanding and interaction with different cultures both locally and globally • Appreciation that people can learn much from others' diverse backgrounds and perspectives • Respect for the rights of all to have a point of view
Commitment to participation and inclusion	<ul style="list-style-type: none"> • Support democratic processes and learn more about own role in these • Active support for inclusion and involvement of others in decision-making • Willingness to get involved in activities promoting social justice and equity locally and globally

* Adapted from Fricke H.-J., Gathercole C. and Skinner A. (2015), *Monitoring Education for Global Citizenship: A Contribution to Debate*, Bruxelles, DEEEP



Amnesty International Taiwan, Write for Rights in Taiwan, 2016



**START
THE
CHANGE**